



Mariano Azuela Elementary School

Midway Elementary Network

4707 W Marquette Rd Chicago, IL 60629

ISBE ID: 150162990252966

School ID: 610544

Oracle ID: 22921



Mission Statement

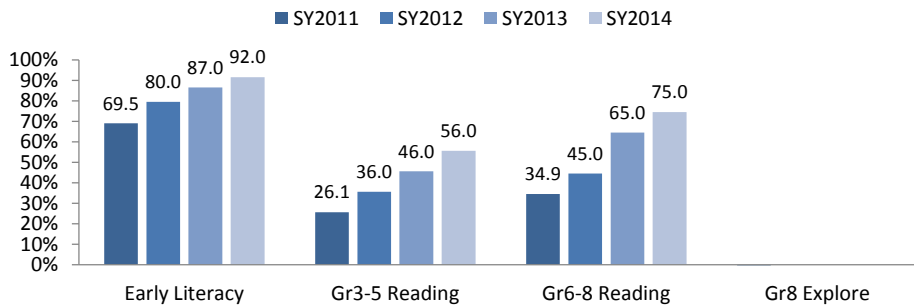
Using a rigorous and cohesive reading and writing curriculum at its foundation, all students at Mariano Azuela will be continuously exposed to academic and socially enriching experiences that will prepare them for the challenges of the 21st century while assisting them in becoming successful citizens in their own unique ways.

Strategic Priorities

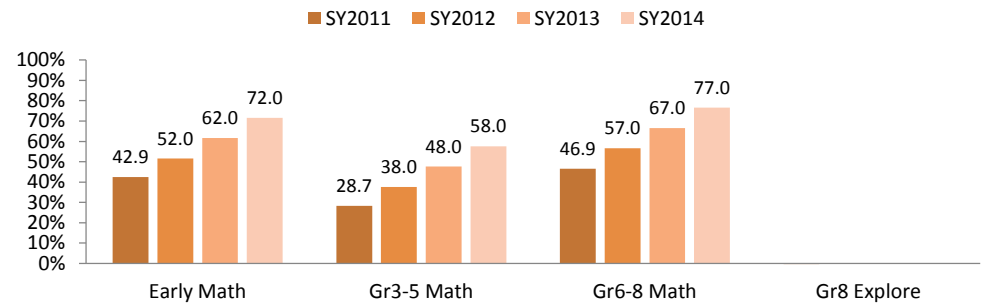
1. Establish a rigorous curriculum program based on the Common Core Standards that addresses all students' learning styles through differentiation, enrichment and interventions.
2. Engage the LSC, parents, committees and community groups in the learning environment and relevant planning for school improvement by increasing their knowledge and capacity regarding academic and other expectations for all students.
3. Professional development for all staff will be based on current data, strengths and areas of weaknesses of teacher's professional practice.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Mariano Azuela 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
Carmen Navarro	Principal
Lourdes Perez	Assistant Principal
Maripat Vondrak	Lead/ Resource Teacher
Yvonne Timlin	Lead/ Resource Teacher
Norma Williams	Classroom Teacher
Crystal Boyd	Classroom Teacher
Alicia Gamboa	Classroom Teacher
Julie Pienta	Classroom Teacher
Jodie Hoard	Classroom Teacher
Rosa Lebron	Special Education Faculty
Angelo Cordoba	Parent/ Guardian
Rosa Alfaro	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	69.5	80.0	87.0	92.0	Early Math % of students at Benchmark on mClass	42.9	52.0	62.0	72.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.1	36.0	46.0	56.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	28.7	38.0	48.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.2	58.0	68.0	78.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	32.1	42.0	52.0	62.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.9	45.0	65.0	75.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.9	57.0	67.0	77.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.4	67.0	77.0	87.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	65.0	75.0	85.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	19.7	17.0	15.0	13.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	64.2	74.0	84.0	94.0		ISAT - Reading % of students exceeding state standards	11.9	22.0	32.0	42.0
ISAT - Mathematics % of students meeting or exceeding state standards	74.6	85.0	95.0	97.0		ISAT - Mathematics % of students exceeding state standards	13.0	23.0	33.0	43.0
ISAT - Science % of students meeting or exceeding state standards	56.8	67.0	77.0	87.0		ISAT - Science % of students exceeding state standards	5.5	11.0	21.0	31.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Smart Goals on Lesson Plan Objectives posted on the board Curriculum Maps Data presentations Overview of Literacy presentation (Vocab and E. R.) The impact of E.R. on data 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> At the beginning of school year and throughout the year Principal shares and reviews that Azuela's vision and action plans to for insrtucitonal objectives. School staff intentionally speaks and behaves to convey the expectation of students being college and career ready. Conferences (PD) Sharing staff meeting responsibilities Staff presents PDs Sharepoint Common Core Support School Project Readi Parents Meetings Incentives Peer Observations BAC, PAC, ESL Classes, Parent Volunteers, Mandated Study Hall The principal is very welcoming and values the opinions of the parents. She takes time to listen to the parents. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>We have evidence of all of these, except for a specifically designated parent liaison.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			4
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Representatives from every grade level</p> <p>Data Reps from the city commented on how well the ILT functions as a team</p> <p>Demonstrated how to map curriculum, provided support when preparing for data meetings, made decisions about assemblies and school events</p> <p>We improved on systems of communication, such as signing up for data presentations instead of assigning BOY and EOY data presentations</p>	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Binders of data</p> <p>PowerPoints</p> <p>Data meetings are expected and conducted at all levels</p> <p>Although, most teachers use and are knowledgeable about data, not everyone uses data consistently as evident in their lesson plans and lesson delivery.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Grade level curriculum maps at beginning of year Creating CC units- teachers plan units together-vertical meetings Use of leveled readers Students responsible for knowing Lexile and GR level New Lesson plan format that includes accommodations for ELL and Special Ed students. Non-fiction instruction lacking in primary but moving towards it. Each team created a scope and sequence and uploaded on SharePoint The Anthology is given to all student; novels, nonfiction, poetry, drama and research process. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Curriculum aligned to Common Core and State Standards Teacher supplements in areas where curriculum is lacking Math centers/Guided Math Enrichment and remediation materials are both provided Curriculum is based on student needs and data, instead of instruction guide Book Room 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data Binders/Updated Data PM Data Meeting Weekly Assessments (Gradebook) Daily Formative Assessments Journals MClass Reading Scantron, CPS assessment aligned to CCSS, ISAT, DIBELS, Access Accommodations are indicated on lesson plans and performance assessments (IEP and RTI) We are working to perfect the use of assessments to monitor student learning on a frequent basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Daily Objectives Curriculum mapping Bloom’s Taxonomy Real World Connections Push-in and pull-out specialists, Corrective Reading, LLT Literacy and math centers Progress monitoring, running records Weekly Assessments(formal and informal) Anecdotal Switch classes-leveled classes Continuous collaboration among teachers and staff Evidence of scaffolding Teachers reflect on daily lessons Lessons plan required Guided reading to monitor progress and check for student understanding (DIBELS) Fluency checks</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>To screen students, we use ISAT, Scantron, Dibels/Idel, and MClass data to identify students in need of academic intervention. We use the skills breakdown in the Scantron, Dibels/Idel, and MClass data, as well as a portfolio of student work, unit and chapter tests, quizzes, and journals to identify gaps in learning. Our interventions include classroom small groups such as guided reading and centers, push-in support, before and after-school tutoring, Corrective Reading, Imagine Learning on the computers, and Special Education inclusion and resource groups. The RTI Team meets weekly to monitor progress of struggling students and identify students for evaluation and make adjustments to the interventions for students who need it. The ILT has PM meetings BOY, MOY, and EOY presented by each grade level and middle school content area to track the progress of individual struggling students.</p>	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Common Core PDs, teacher led GLM, teachers turn something in that is used by other teachers Work on making it relevant for all content areas RTI coach, BLT All PD is relevant to the profession of teaching</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>More time is needed to meet</p> <p>Corrective Reading; more organization with intervention schedule is needed in order for the data to be more organized</p> <p>More time is needed for intervention and share work</p> <p>Teams are inclusive of general education , special education, bilingual teachers and other specialists</p> <p>Teams are supported by an ILT members, team leader, or “expert”, as appropriate</p> <p>Teachers have protocols or processes in place for team collaboration; agendas, notes to turn in, all documentation</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers have been assigned to identify teachers needs, teachers are involved with universities and organizations (Boundless Readers) that provide coaching, monitors and provides best practices</p> <p>Peer coaching takes place informally, need an identified format and more time</p> <p>Sub money was put aside.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Leadership skills taught in lessons that will help students</p> <p>The teachers continuously enforce/expect students to use HOTs</p> <p>Students are knowledgeable of use of technology through teacher instruction</p> <p>As per surveys's findings, students expressed that everyone in Azuela have high expectation for them; routines and processes are reinforced everyday by everyone. Students are assisted in staying focused. Principal acknowledges letters and concerns expressed by students.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The teacher holds higher expectations for students through discussion and projects on college and career ready and beyond</p> <p>Leadership and empowerment after school activities led by teachers</p> <p>We celebrate diversity promoting a multicultural atmosphere promoting individual accomplishment</p> <p>Field trips, assemblies, high school, Book fair, Art Fair Night, Wellness and Theme related lesson plans</p> <p>Students with disabilities are integrated into the general ed. Classroom (Inclusion)</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>For keeping order and discipline accountability and communications open: uniforms are enforced, excellence is our standard and used daily throughout the school, use of detention in school, study hall, classroom management, reward incentives for primary and upper grades, compliments with (tickets) student of the month, Hall of Fame; all to make students respectful, responsible and accountable.</p> <p>The students' welfare and safety are maintained by teachers walking students entering and exiting the building, respectful, responsible and accountable</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>ISAT scores distributed school- wide</p> <p>Students and families are given Scantron with Lexiles scores with explanation</p> <p>Primary meetings about data for parents, twice a year</p> <p>Open House-Promotion Policy explained to parents and students</p> <p>Newsletter to inform parents, students and community about activities that are taking place in school</p> <p>School survey-rating</p> <p>The principal conveys the message to parents during meetings, that their cooperation and participation are necessary for their child's progress and success. However, not many parents attend these PAC or BAC meetings. The school can offer Mandatory Open House offered at different times during the day- to have better parent</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Parent teacher contact log, emails, phone calls, HW alerts and agenda notes</p> <p>Open house-meet and greet</p> <p>Conferences as needed</p> <p>The parents are very satisfied with the communication that exists between teacher and home.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Newsletters</p> <p>Open Door Policy</p> <p>PAC & BAC</p> <p>Opening Announcements</p> <p>Sports</p> <p>After School All Stars Program</p> <p>Literacy Night, Math/Science Night</p> <p>Assemblies-Winter and Cinco De Mayo</p> <p>Awards Ceremony</p> <p>Office staff can be more welcoming; they need to be more courteous to students and parents.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Principal and Assistant Principal make home visits Contact agencies as mandated reporters Outreach to families-emails, phone calls, meetings Family engagement (Art Show, Wellness Fair, High School Fair assemblies) Services/support need to be provided to those students that have	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Architect Club, Design Club, 6th (Ms. Chin)grade promotes "college culture" provide extracurricular, service hours, high school fair support with HS applications on selective enrollment schools, interviews. Principal is pursuing more partnerships with the intention of exposing students to an array of careers that relate to	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Formal debate/writing formal arguments prepare for EXPLORE Development Common Core units, curriculum mapping aligned to Common Core		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Sports, ASAS, Chinese Club, guitar club, theater, break dance, drum line, art club, crochet/knit, tutoring, student council, newspaper, yearbook, 8th grade committee, Bank at School Extra curricular activities (especially Sports)should include ALL		

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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Interest inventories of career interests Ms. Acosta surveys with IEP parents and students EXPLORE, Scantron, ISAT readiness, Saturday Academy, ISAT study groups It is expected that more students are encouraged to participate next year in college and career assessments and	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Ms. Acosta survey for IEP parents and students, Supply lists and expectations for next year explained in Spring. Continuous parents-teachers' conferences throughout the year allows parents to be informed of each gradel and teacher expectations for the following school 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 ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Textbooks Architect Club Tech Club Design Club Community within school Archer Bank ASAS Autumn Green, Corrective Reading, Imagine Learning	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	TFA Interview by administrative team and grade level GLM weekly Vertical Meetings Data presented by GL to ILT New Full Day Kindergarten	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Schedule revisions as needed Schedule includes collaboration periods Corrective Reading, ILL, inclusion, team teaching	

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

Using a rigorous and cohesive reading and writing curriculum at its foundation, all students at Mariano Azuela will be continuously exposed to academic and socially enriching experiences that will prepare them for the challenges of the 21st century while assisting them in becoming successful citizens in their own unique ways.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish a rigorous curriculum program based on the Common Core Standards that addresses all students' learning styles through differentiation, enrichment and interventions.	
2	Engage the LSC, parents, committees and community groups in the learning environment and relevant planning for school improvement by increasing their knowledge and capacity regarding academic and other expectations for all students.	
3	Professional development for all staff will be based on current data, strengths and areas of weaknesses of teacher's professional practice.	
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
Establish a rigorous curriculum program based on the Common Core Standards that addresses all students' learning styles through differentiation, enrichment and interventions.	

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Beginning of the year curriculum mapping aligned with CCSS; creating of PA and units.	ILT/ Teacher Teams	All	Ms Timlin and ILT	Summer 2012			
Administration will attend GLM to ensure CCSS curriculum map implementation and provide support	ILT/ Teacher Teams	All	Administration	Quarter 1			
Common Core team will continue to attend Network CCSS meetings, work with the staff to create performance assessments and CCSS unit plans	ILT/ Teacher Teams	All	Common Core Team	On-going			
Julie Pienta and Jodi Hoard will continue fellowship work with Project Readi to create performance assessments based on argumentation and evidence in writing	Professional Development	All	Julie Pienta and Jodi Hoard	On-going			
Trade created unit plans with other schools in the Network with student work samples	Instructional Materials	All	Common Core Team	On-going			
Begin to focus on Math CCSS using the practiced backwards design method to create additional performance tasks and units	Professional Development	All	Common Core Team	Quarter 2			
Create one unit per quarter in Language Arts and Math aligned with CCSS and monitor data on each performance assessment in the unit	Instruction	All	ILT and Common Core Team	On-going			
Monitor implementation of the units and target misunderstandings of the design to provide support. Ensure student learning is aligned with a specific standard	Professional Development	All	ILT and Common Core Team	On-going			
Provide support in modifying units to accommodate students with disabilities	Professional Development	Students With Disabilities	Sped Team	On-going			



Strategic Priority 1

Identify and implement best practices in ELL/bilingual instruction	Instruction	English Language Learners	Ms. Flores	On-going			
Teacher representatives will attend a CCSS Math Conference	Professional Development	Not Applicable	Workshop Group	Summer 2012			
Develop a scope and sequence that aligns with CCSS in Social Studies. Research and look for materials that would support the SS curriculum in all grades	Instructional Materials	All	Admin and ILT	Summer 2012			
Focus on writing aligned with CCSS, developing a staircase curriculum as a whole school vision of writing instruction and monitoring progress with performance assessments	Instruction	All	All teachers	On-going			
Provide professional development in Writing using Gretchen Courtney, 6 + 1 Writing Traits, or any other resources to improve instruction	Professional Development	All	Admin and ILT	Quarter 2			
Implement a tracking system to hold students accountable for their reading, possibly in library, like Accelerated Reader	Equipment/Technology	All	Admin and ILT	Quarter 1			
Begin implementing focused and strategic writing techniques in Science and provide support to Science and Social Studies teachers	Instruction	All	ILT and Common Core Team	Quarter 3			



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
Engage the LSC, parents, committees and community groups in the learning environment and relevant planning for school improvement by increasing their knowledge and capacity regarding academic and other expectations for all students.	

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish LSC members for training and decision making for the 2012-2013 school year	LSC/ PAC/ PTA	Not Applicable	Carmen Monarrez	Summer 2012			
Bilingual Advisory Committee will present quarterly data for parents and provide guidance in instructional goals of Azuela	Parental Involvement	English Language Learners	Ninfa Flores	On-going			
Parent Advisory Committee will present quarterly workshops for parents and community to outline local resources and provide guidance in communication and instruction with students	Parental Involvement	All	Ninfa Flores	On-going			
Invite local organizations, Autumn Green, Junior Achievement, and Bank at School into Azuela to provide resources and enhance learning environment	Other	All	ILT	Quarter 1			
Establish a parent room with 1-2 computers for parents to access and monitor participation each quarter	Equipment/ Technology	Not Applicable	Administration	On-going			
Each grade level will hold 2 semester parent meetings to share data, routines, and Parent Portal information	Parental Involvement	All	All teachers in each grade level	Quarter 4			
Create a website with updated monthly newsletter and events to improve communication with parents, and continuously provide website at open houses and Report Card Pick Up	Equipment/ Technology	All	Julie Pienta	Summer 2012			
Host quarterly curriculum nights focusing on literacy, math, science, health, and the fine arts to strengthen partnerships with families and the community	Other	All	ILT	On-going			

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
Professional development for all staff will be based on current data, strengths and areas of weaknesses of teacher's professional practice.	

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Using school-wide data as a guide, all teachers will participate in monthly, in-school professional development that is relevant to current instructional needs	Professional Development	All	ILT	On-going			
Common Core team will provide weekly updates on the progress of unit plans and performance assessments, and ensure Azuela is meeting high expectations	ILT/ Teacher Teams	All	Common Core Team	On-going			
Teachers will participate in detailed data analysis and identify 2-3 strengths and weaknesses of future students at the start of the school year when planning curriculum	Professional Development	All	Yvonne Timlin	Quarter 1			
Rtl Committee will provide quarterly updates and information on how to assess the progress of interventions and how to move through the process with struggling students	Professional Development	Students With Disabilities	Rtl Team	On-going			
Julie Pienta and Jodi Hoard will participate in Project Read professional development in a partnership with UIC, and share best practices in text complexities and argumentation in writing with the staff	Professional Development	All	Julie Pienta and Jodi Hoard	Quarter 2			
Enlist an external literacy expert to provide relevant professional development that teachers have expressed a need in to help improve instruction in weak areas according to data	Professional Development	Not Applicable	ILT	Quarter 3			
A Boundless Readers teacher team will participate in ongoing professional development regarding best literacy practices and share with the staff	ILT/ Teacher Teams	Not Applicable	Boundless Readers	Quarter 4			

