



2012-2014 Continuous Improvement Work Plan

Salmon P Chase Elementary School

Fullerton Elementary Network
2021 N Point St Chicago, IL 60647
ISBE ID: 150162990252130
School ID: 609853
Oracle ID: 22701



Mission Statement

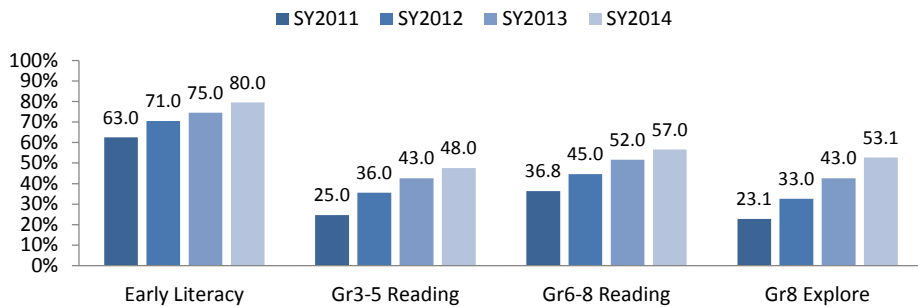
To develop in our students a love of learning, a drive for excellence and a compassion for humanity by providing them with the knowledge and skills necessary to be college and career ready through rigorous curriculum aligned to the Common Core State Standards.

Strategic Priorities

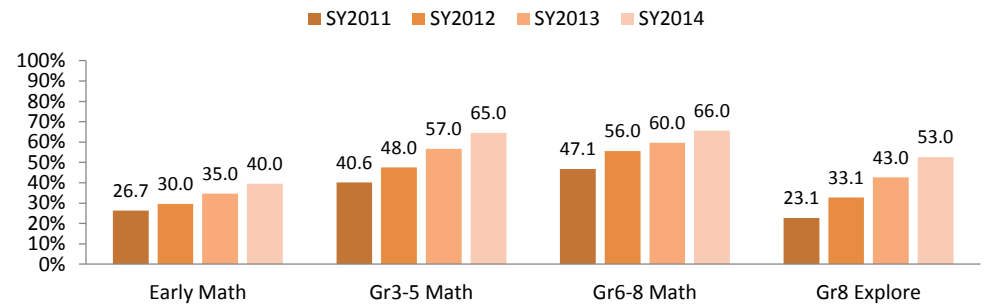
- 1. Implement the CPS Reading Framwork and align curriculum to CCSS
2. Increase Teachers Collaboration
3. Increase Parent Involvement & Paticipation

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](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Salmon P Chase 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
Raquel Saucedo	Principal
Evdokia Block	Assistant Principal
Melissa Swartz	Counselor/Case Manager
Colleen Foltz	Special Education Faculty
Kathleen Lynch	Support Staff
Elisabeth Benfield	ELL Teacher
Larissa Zageris	Community Member
Susana Hernandez	Community Member
Leslie Pita	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	63.0	71.0	75.0	80.0		<b>Early Math</b> % of students at Benchmark on mClass	26.7	30.0	35.0	40.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.0	36.0	43.0	48.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	40.6	48.0	57.0	65.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.3	68.0	75.0	82.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	72.1	92.0	87.0	92.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	36.8	45.0	52.0	57.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	47.1	56.0	60.0	66.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.8	63.0	68.0	74.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.2	87.0	90.0	92.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	23.1	33.0	43.0	53.1		<b>Explore - Math</b> % of students at college readiness benchmark	23.1	33.1	43.0	53.0

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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.4	96.4	97.0	97.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	18.5	13.0	9.0	5.0

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	76.4	81.0	84.0	87.0		<b>ISAT - Reading</b> % of students exceeding state standards	11.0	15.0	20.0	24.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	86.3	89.0	92.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	17.1	20.0	23.0	25.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	66.0	76.0	80.0	84.0		<b>ISAT - Science</b> % of students exceeding state standards	5.3	9.0	13.0	18.0

### 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Based on the Theory of Action, we have increased the reading block time to 90 minutes and provide students with opportunities to engage in activities that address their needs.</p> <p>There is consistent teaching practices utilizing a reading/writing workshop model, minilessons, guided reading/small group instruction, use of enrichment programs before and after school to challenge students and narrow the achievement gap.</p> <p>Teachers use data from the BAS assessment, Scantron, AR, Achieve3000 and other formative assessments to target instruction</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Teachers and students are held accountable for academic growth. Evident through consistent instructional practices, formative assessments and benchmark assessments.</p> <p>Principal compiles observation data and identify trends and/or key points to share with the staff.</p> <p>Principal and AP review lesson plans, assess student data and discuss teacher observations to refine instruction and provide targeted PD to teachers.</p> <p>We support student needs through focused teacher discussions on differentiation grouping and lesson planning and curriculum alignment with CCSS</p> <p>We use BAS, running records, EDM checklist and other assessments to increased accountability in the use of progress monitoring to</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>All grade levels are represented in the ILT (meets weekly) and members bring back information to grade level meetings and present at staff meetings &amp; PD days.</p> <p>Teachers are asked and encouraged to share their expertise to foster an environment where they can learn from each other and have the opportunity to refine teaching practices.</p> <p>Eight teachers received resources from Donor's Choose after writing for support.</p> <p>Principal, Bilingual Lead and CHASI our afterschool partner collaborate to bring parents to the school by providing workshops, resources and information on how to assist their children.</p> <p>Five teachers are part of the Math committee (meets 1X per month). Two teachers are part of the RTI committee (meets 2X per month). Teachers form ancilliary committees for ad hoc initiatives such as full day planning, Washington D.C. trip, and others.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>2</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT is a diverse group of teachers representing various grade levels and expertise. Utilizing data, the ILT identifies the needs of the staff, grade levels, and/or school and develop schoolwide cycles of learning according to the data.</p> <p>The ILTs lead professional development for the whole staff and support their grade level (GL) teams in developing their professional growth and collaboration. ILT members introduce new initiatives in grade level meetings and facilitate implementation by bringing back feedback to the ILT in a reciprocal manner. ILT members identify possible collaboration with teachers among different grade-level teams. New protocols are also introduced by ILT members in GL meetings and support collaboration by facilitating honest discussions about what works to support their needs.</p> <p>The ILT engages in discourse around student work and formative/summative assessment data. They take back to GL teams to discuss trends, gaps and inconsistencies and to decide on next steps within their grade level teams. With the assistance of</p>	
<b>Monitoring and adjusting</b>			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>The Scantron assessment results were compiled by Network Analyst and presented to ILT for Fall and Winter. ILT reviewed data per grade level and identified the components within Reading and Math that were pervasively low among students. Administration disseminated data to all staff, provided hard copies of reports, data analysis protocols and time to analyze data to adjust and refocus instructional planning.</p> <p>As a result, all grade levels placed more focus on vocabulary and non-</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Teachers use a variety of resources to pace their instruction (Harcourt scope and sequence, Fountas &amp; Pinnell, <i>The Continuum of Literacy Learning</i>). Using running records and reading level data, teachers use the Leveled Library to locate texts that addresses students instructional reading levels and needs. Harcourt's <i>StoryTown</i> student text is utilized for whole group instruction/minilessons to target Tier 1 using a shared reading model.</p> <p>We are currently developing a pacing/scope and sequence map that will align to the Common Core and ILS in the core subject areas.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Reading teachers use a variety of resources, leveled libraries, Harcourt, Fountas &amp; Pinnell, The Continuum of Literacy Learning, the DailyFive. To supplement students also have access to A/R, Achieve3000 and MYON with provide text, comprehension questions and vocabulary at their instructional level.</p> <p>EDM and Math Thematics are used for Math and these follow the Scope and sequence for the Math ILS. We also use the Math Buckledown for added practice in addition to the EDM consumables.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Schoolwide and classroom data is shared with all staff members. The data information is aggregated and distributed during staff meetings immediately after formative/summative assessments. Teachers utilize the following assessments to identify and monitor student needs:</p> <ul style="list-style-type: none"> <li>- Reading 3D (K-2)</li> <li>- Benchmark Assessment System/BAS (K-8)</li> <li>- Running Records (K-8)</li> <li>- Scantron (3-8)</li> <li>-Acheive3000</li> <li>-RSA Checklist/Rubric</li> <li>-ExamView 6-8 Science</li> <li>-Recognizing Student Achievement (Daily5 formative assessment for K-6)</li> <li>-Reader's Response (all grades 1st -8th)</li> <li>- mClass Math (K-2)</li> <li>- Accelerated Reader - STAR</li> <li>- grade level student work</li> <li>- EDM Assessments</li> <li>-Science Journals</li> <li>-Easy CBM.com (Upper SPED)</li> </ul> <p>Teachers submit lesson plans with accommodations and modifications for special needs and ELL students that allows the</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>We have Consistent teaching practices throughout all grade levels; Lucy Calkins, Writer’s Workshop model for all grades Guided reading and Daily Five for grades Pre-K through 5th grade and Reader’s Workshop Model for grades 6th through 8th grade.</p> <p>We practice small group instruction and Mini lessons reflected in teacher lesson plans. All instruction is aligned with CCSS and ILS.</p> <p>We use of Achieve3000 for enrichment and support for students in grades 5-8th and we use of Accelerated Reader (AR) for enrichment and support in grades 1-8th.</p> <p>We use Math for grades Kdg-6th and Math Thematics for grades 7&amp;8th and we monitor student’s progress using the Math RSA checklist.</p> <p>Some teachers are using high order level of questioning. Teacher-student talk is being monitored to ensure students are being</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Teachers utilize the following assessments to identify and monitor student needs:</p> <ul style="list-style-type: none"> <li>- Reading 3D (K-2)</li> <li>- mClass Math (K-2)</li> <li>- Benchmark Assessment System/BAS (K-8)</li> <li>- Running Records (K-8)</li> <li>- Accelerated Reader - STAR</li> <li>- Scantron (3-8)</li> <li>- Achieve3000</li> <li>- grade level student work</li> </ul> <p>Teachers are given an assessment schedule that is monitored by AP, School Counselor and Reading Specialists.</p> <p>Teacher are provided with assistance from reading specialist for reading RTI. Also teachers are provided assistance during the BAS, mClass or Reading 3D if needed.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>A teacher skill inventory is compiled to assess teachers' PD needs and the school facilitates PD opportunities by paying fees and providing sub-teachers when needed.</p> <p>PD is developed according to instructional strategies being implemented and teacher need.</p> <p>All Network PD and central office directed PD is attended and information learned is shared by the participant with all staff members.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet weekly and are provided an additional 1/2 hour collaboration time every other week. Teachers discuss a variety of school activities during the planning time which include lesson plan focus, strategies/skills development, data analysis.</p> <p>The upper cycle team meeting is inclusive of all teachers, including special education. As we continue to review our Full-Day plan, we will revise where necessary to ensure that the teams are all inclusive.</p> <p>We introduced a new grade level minutes reporting template that will be reviewed and revised as teachers begin to utilize the tool. We are encouraging teams to bring authentic student work that is representative of the learning that is occurring in the classroom and utilize the work to develop their instructional and data collecting next steps.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Teachers select accountability partners to collaborate with and provide/recieve feedback at the beginning of the school year. Through this peer coaching model, teachers support each other’s practices, gaining insight through informal observations and debriefing.</p> <p>AP (reading specialist) and 2 retired reading specialists provide coaching, modeling and training for teachers on an individual basis when needed/requested for the implementation/support of new and/or existing practices.</p> <p>Staff is provided with additional planning time (add 30 minutes every other week) this allows teachers to coach eachother by identifying success and challenges they are having in their classrooms.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>We provide for support for career readiness by aligning curriculum to CCSS and instilling in students that they will go to college. Teachers share their college experience and many classroom display college pennants.</p> <p>We conduct forums with professionals in the area to come and speak to students about different career opportunities.</p> <p>We offer 7th and 8th graders AVID as an elective where they participate and engage in researching high schools and colleges.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Based on the results from the student Survey for My Voice My School an average of 80% of students felt safe and respected at school.</p> <p>Students at Chase have access to a variety of adult advocates including administration, who they can come and express their concerns.</p> <p>The school counselor provides counseling to students individually, hosts several student groups, brings speakers to provide information on self advocacy and arranges for field trips to expose students to information about social emotional issues.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Teachers and administration share expectations and consequences with parents and students building a community of trust among all stakeholders.</p> <p>Students behavior expectations are consistently reviewed and supported through teachers and administrations actions of building respect and allow students opportunities to reflect and correct behaviors that interfere with the instructional process.</p> <p>Teachers refer students to the administration for egregious</p>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Data nights are part of our school culture in which it provides parents and community members to understand the overall school data as well as their individual child's data.</p> <p>We provide parents with information that explains the data and the implications to overall academic success. Teachers provide students with their data (ISAT, Scantron, reading levels) and confer with them allowing them to reflect and set realistic individual goals, which they share with their parent/guardian.</p> <p>Teachers are asked to prepare academic goals with their students during the first quarter and to conference with students about progress during their F&amp;P assessment and when taking the Scantron</p>		
	<b>Ongoing communication</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>We offer opportunities for parents to meet with their child's teacher during Open House and Report Card pick-up. In addition, we hold a Data Night where parent's visit the school to understand the school's overall data.</p> <p>We provide parents with their individual child's data information and tools to support their child at home. Teachers meet with parents to</p>			
<b>Bonding</b> ----->				<b>2</b>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Our staff and administration strive to engage parents in becoming active participants in their child's learning and academic development. We provide frequent opportunities to engage all stakeholders in participating in a variety of events such as:</p> <ul style="list-style-type: none"> <li>- Data Night</li> <li>- Family Literacy Night</li> <li>- Art Night</li> <li>- Spring Fling</li> <li>- Awards Ceremony</li> <li>- Open House</li> <li>- Science Night</li> <li>- Winter Showcase</li> <li>- Talent Show</li> <li>- High School Fair</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Through our Pre-K headstart program our teachers four Pre-K teachers conduct home visits to ensure students' progress in school.</p> <p>Headstart also hosts quarterly parent workshops at the school to provide them with material and informatio to better support their children.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>We offer 7th and 8th graders AVID as an elective where they participate and engage in researching high schools and colleges. During the course of the year students also research a variety of professions (either college or career) to begin thinking about their future.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>The elective AVID supports career and college planning and success in high school. Students must apply and be interviewed to participate in the elective which shows their interest and dedication to higher learning.</p> <p>Students who do not participate in AVID are provided with the strategies by their classroom teachers who are AVID trained. We will continue to offer AVID and are extending the program to include 6th grade students.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Childrens Home and Aide (CHASI) provides Academic and Arts enrichment programs in the afterschool programming.</p> <p>The school provides funding to purchase additional afterschool</p>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	N/A	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
<b>Transitions</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Teachers provide ongoing information to parents through newsletters and website regarding what their children are learning and what they will need to know for the following school year. Parents of students going into benchmark grades are also provided with Board requirements as it relates to promotion.</p> <p>Administration encourage teachers to observe (i.e. spend 1/2 day at least 2X) with students that will come into their classrooms the following school year. Receiving and sending teachers share pertinent</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>We use 225 and 332 funds to; purchase additional enrichment programming that provides students with academic and social emotional support, pay for personnel and to keep number of students in classrooms low for better student academic progress and to purchase additional reading materials, supplemental materials for other subject areas and technology.</p> <p>We have established a collaborative partnership with our afterschool partner CHASI to ensure quality programming for our students. CHASI supports the schools academic and social emotional efforts of the</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Possible hires are interviewed by the administration using a variety of questioning strategies to gage the applicants affect and cultural awareness.</p> <p>Applicants are invited to demonstrate a lesson to a class of students who represent the grade level in which the position in available.</p> <p>Administration debriefs using all the infomation gathered from the interview, modeling of a lesson, references to determine if the candidate is a good fit with the culture and philosophy of the school.</p> <p>Teachers who co-teach are involved in the interview process to provide additional pedagogical insights.</p> <p>Candidate is reviewed in DS2 if current/next CPS employee and all</p>	
<b>Use of Time</b> ----->			<b>3</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>We provide two retired reading specialist several times per week to assist teachers in providing intervention to struggling readers during dedicated blocks.</p> <p>Classroom Schedules ensure that students are engaged in an uninterrupted reading block to provide them with opportunity to read independently.</p> <p>We develop the schedule to ensure that each grade level team meets</p>	

## Mission & Strategic Priorities

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

### Mission Statement

To develop in our students a love of learning, a drive for excellence and a compassion for humanity by providing them with the knowledge and skills necessary to be college and career ready through rigorous curriculum aligned to the Common Core State Standards.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement the CPS Reading Framework and align curriculum to CCSS	<p>Implementing 120 minutes of uninterrupted reading/writing block in the intermediate/upper cycle will continue to provide students with 120 minutes of uninterrupted reading/writing block to provide opportunities to:</p> <ul style="list-style-type: none"> <li>- fully implement the balanced literacy components,</li> <li>- differentiate instruction to address Tier 1 &amp; 2 students,</li> <li>- increase the amount of independent reading and writing time by 25%,</li> <li>- experience a variety of genres in reading and writing</li> </ul> <p>By Increasing the daily minutes, teachers will be able to implement the components of a balanced literacy (explicit instruction in reading and writing through modeled/shared reading, increased independent reading and writing opportunities in a variety of genres, word study, guided reading/small group instruction, interactive read alouds, student conferences to address individual/small group needs).</p>
2	Increase Teachers Collaboration	<p>Through a collaborative model, teachers will increase their skills in:</p> <ul style="list-style-type: none"> <li>- analyzing a variety of data to address students' needs (ISAT, Scantron/NWEA, DIBELS, TRC, STAR AR, Basic Assessment System(Fountas &amp; Pinell), running records, authentic student work)</li> <li>- develop a rigorous literacy curriculum plan to address student's instructional needs based on the Common Core Standards, and</li> <li>- deliver effective lessons that provide students with opportunities to develop their skills while addressing student's learning styles.</li> </ul> <p>Research shows that increased teacher collaboration has a positive correlation with student achievement.</p>

3	Increase Parent Involvement & Participation	<p>Through increased parent participation there will be more support and accountability for both students and teachers.</p> <ul style="list-style-type: none"> <li>- Students perform better when their parents participate in their education</li> <li>-Teacher can better implement accountability measures for students when parents are involved</li> <li>-The overall school culture is improved with parental involvement.</li> <li>-Parents can better support school initiatives and make implementation more effective.</li> </ul>
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Implement the CPS Reading Framework and align curriculum to CCSS	Implementing 120 minutes of uninterrupted reading/writing block in the intermediate/upper cycle will continue to provide students with 120 minutes of uninterrupted reading/writing block to provide opportunities to: <ul style="list-style-type: none"> <li>- fully implement the balanced literacy components,</li> <li>- differentiate instruction to address Tier 1 &amp; 2 students,</li> </ul>

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Consistent teaching practices throughout all grade levels (Lucy Calkins, Writer’s Workshop model for all grades, Guided reading and Daily Five for grades Pre-K through 5th grade, Reader’s Workshop Model for grades 6th through 8th grade, small group instruction and Mini lessons reflected in teacher lesson plans)	Instruction	All	Administration, ILT Reading Specialist	Summer 2012	Quarter 4		Continue Providing relevant support and PD
Ensure that School has sufficient Non-Fiction literacy materials to support CPS Reading Framework	Instructional Materials	All	Principal	Summer 2012	Quarter 2		Purchase non-fiction books for leveled libraries and classroom libraries
Select and purchase additional Non-Fiction leveled book sets for guided instruction in Middle grades 6th - 8th	Instructional Materials	All	Administration, Teachers, Specialist	Summer 2012	Quarter 2		Complete 4th quarter of Non-Fiction/SS book sets
Use Achieve3000 for enrichment and support for students in grades 5-8th Use of Accelerated Reader (AR) for enrichment and support in grades 6-8th	Instructional Materials	All	Teachers	Quarter 1	Quarter 4		Teachers will continue to use Achieve3000 for enrichment and material for instruction, teachers will also assign material to students and monitor their progress through teacher portal.
Allocate funding in budget to purchase Achieve3000 and Accelerated Reader (AR) for enrichment and reading support	Other	All	Principal	Summer 2012	Quarter 4		This is 2nd year using Achieve3000 and 4th yr using A/R-- both programs are aligned with CCSS. Principal will continue Providing relevant support and PD for these programs
Facilitate & schedule peer observations & establish accountability partnerships between teaching staff.	Professional Development	All	Administration & ILT	Quarter 1	Quarter 4		Encourage teachers to observe peers and provide coverage for teachers and monitor effectiveness of strategy.
Teachers will use BAS assessment for F&P levels and Running Records for progress monitoring 3X per year	Instruction	All	Principal & Reading Specialist	Quarter 1	Quarter 4		Establish benchmark dates for progress monitoring and BAS. Provide support/assistance if teachers need it.
Provide teachers with support/assistance with RTI	Other	All	Principal	Quarter 1	Year 2		Continue to provide two retired reading specialists several days per week
Provide teachers with PD to support the focus of Non-fiction text in the CPS reading framework	Professional Development	All	Principal	Summer 2012	Quarter 4		Identify teachers who will assist high quality, relevant PD and share what they learned with their colleagues.





Strategic Priority 1

Allocate funding in budget to purchase new computer equipment and upgrade computer labs	Equipment/ Technology	All	Principal	Summer 2012	Quarter 4		Computer lab is 9-yrs old, 2nd computer lab is not hardwired and internet signal drops constantly, need reliable equipment to support computer programs used

## 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
Increase Teachers Collaboration	Through a collaborative model, teachers will increase their skills in: - analyzing a variety of data to address students' needs (ISAT, Scantron/NWEA, DIBELS, TRC, STAR AR, Basic Assessment System(Fountas & Pinell), running records, authentic student work) - develop a rigorous literacy curriculum plan to address student's instructional needs based on the Common

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Facilitate & schedule peer observations & establish accountability partnerships between teaching staff.	Professional Development	All	Administration & Teachers	Quarter 1	Year 2		Teachers will learn from observing each other's practice, they will have the opportunity to refine teaching practices by giving and receiving feedback. Teachers will identify several possibilities for Acct. Part. And administration will select best match.
Establish teacher learning communities to support new initiatives and assist teachers with the implementation of new initiatives	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		Teachers will have meaningful discussions about their practices that will support them in the implementation of the new CPS Reading Framework and other new initiatives to improve student learning.
Provide Coaching and additional staff to assist with RTI.	Staffing	All	Principal	Quarter 1	Year 2		Support student needs through focused teacher discussions on differentiation grouping and lesson planning.
Review observation protocols completed by teachers during peer observations.	Other	All	Principal	Quarter 1	Quarter 4		Teachers will have guidelines for better experience/feedback
Select high quality, relevant articles for teacher readings to support instructional practices and professional conversations.	Professional Development	All	Administration, ILT	Summer 2012	Quarter 4		To promote teacher inquiry and discussion that will help them reflect on their teaching and better support students.
Motivate and guide teacher learning to have consistency of instructional practices throughout the school.	Professional Development	All	Administration & ILT	Summer 2012	Year 2		Provide opportunities for PD and encourage teachers to share knowledge with staff
Grade bands will meet at least once per quarter to refine vertical and horizontal alignment of curriculum to CCSS.	ILT/ Teacher Teams	All	Administration (will monitor) & Teachers (meet & Plan)	Quarter 1	Quarter 4		Grade level bands will be able to discuss student skills being taught and skills needed in the next grade level



### Strategic Priority 2

Teachers will analyze student data as a group during principal directed prep time	ILT/ Teacher Teams	All	Teachers	Quarter 1	Year 2		Students performance will be analyzed in current grade level and in relation to skills needed in higher grades to ensure current and future success.
Monitor student data analysis and provide support if needed	ILT/ Teacher Teams	All	Administration	Quarter 1	Year 2		Principal & AP will participate in GL meetings and review GL Team Meeting Protocol
Set-up Chase Sharepoint site to facilitate teacher resources and support teacher collaboration	Equipment/ Technology	All	Principal	Summer 2012	Quarter 1		Principal will identify individual to set-up site and organize users, permissions, folders and resources
Build the capacity of the RtI Committee to strengthen process, protocols and member commitment	Instruction	All	Administration	Quarter 1	Quarter 2		Increasing the capacity of the current RtI committee will ensure students' needs are met

### 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
Increase Parent Involvement & Participation	Through increased parent participation there will be more support and accountability for both students and teachers. - Students perform better when their parents participate in their education -Teacher can better implement accountability measures for students when parents are involved

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Support, monitor and participate in parental involvement meetings, including school PAC & BAC meetings, to ensure that they are offered at different times and that all parents are invited	LSC/ PAC/ PTA	All	Principal & PAC/BAC	Quarter 1	Year 2		Principal will participate in meetings to encourage attendance and build trust and collaboration with parents
provide parents information through parent event nights, i.e., Open House, Data Night, Science Night, and other	Parental Involvement	All	Administration & teachers	Quarter 1	Quarter 4		Plan for one parent event per month to provide description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet
staff will communicate with parents	Parental Involvement	All	Teachers	Quarter 1	Year 2		Staff will communicate and work with parents to relate pertinent student information
Parent leaders will be indentified and supported to lead other parents	Parental Involvement	All	Principal	Quarter 1	Quarter 4		Build parent leadership and participation/involvement
Provide parents with opportunities to volunteer	Parental Involvement	All	Administration & teachers	Quarter 1	Year 2		Parent volunteers are very scarce at Chase it is difficult for parents commit
Invite parents to student performances during assemblies	Parental Involvement	All	Administration	Quarter 1	Quarter 4		Have at least one celebration/assembly per quarter
Administration will be highly visible during entrance and dismissal of students	Parental Involvement	All	Administration	Quarter 1	Year 2		Give parents the opportunity for informal conversations. Many parents will not come to office to express concern but they will take opportunity to speak out if prinicipal & AP are outside.
Provide high interest training/workshops for parents through our community partners	Parental Involvement	All	Administration & CHASI	Quarter 1	Quarter 4		Parents will show/indicate interest to have workshops but will not commit to attend ESL classes, self-defense, cooking, etc.
Ensure timely communication of school initiatives and events to parents	Parental Involvement	All	Administration	Quarter 1	Year 2		Give parents enough notice to ensure attendance to parent events, workshops, student performances, etc.
Assess computer equipment in parent room and ensure funtionality for parent usage.	LSC/ PAC/ PTA	All	Principal	Summer 2012	Quarter 2		There are several computers in the parent room but they are not being used



**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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

**Strategic Priority 5**

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

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

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