



**2012-2014 Continuous Improvement Work Plan**

**Bernhard Moos Elementary School**

Fulton Elementary Network

1711 N California Ave Chicago, IL 60647

ISBE ID: 150162990252356

School ID: 610076

Oracle ID: 24551



**Mission Statement**

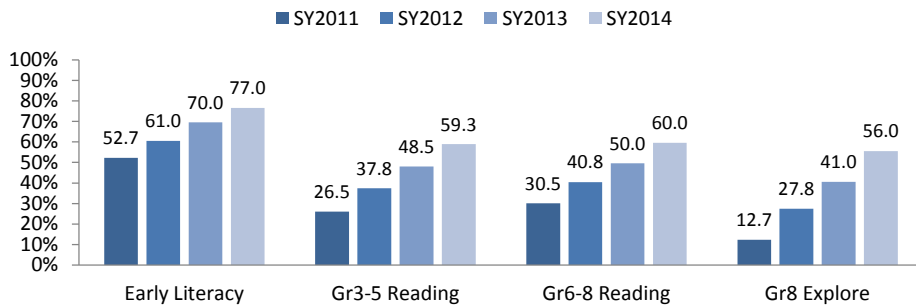
Our Mission at Moos elementary School is to provide a learning environment, which is supported by partnership between staff, parents, community, and students. The educational program, full of engaging, integrated learning activities, will motivate each child to reach his/her full potential. Involvement will serve as invaluable, supportive tool for instruction and learning.

**Strategic Priorities**

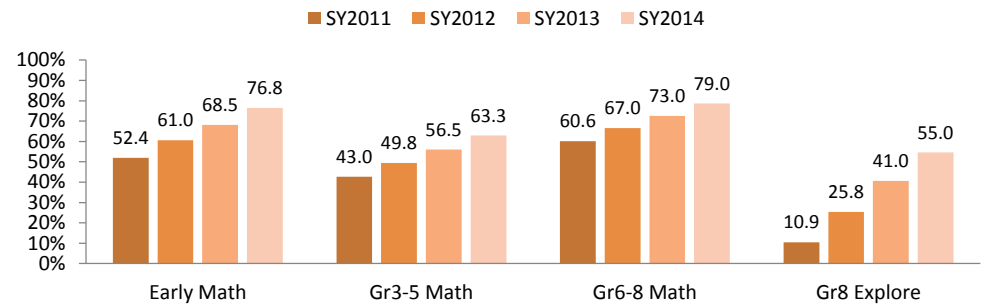
1. Improve literacy achievement through the use of informational text, with a focus on aligning the curriculum and instructional practices to the Common Core Standards.
2. Provide reading and math intervention in order to target struggling learners identified by Spring 2012 Scantron in 4th and 5th grades.
3. Improve math achievement with a focus on aligning the curriculum and instructional practices to Common Core Standards.
4. Provide an after school program for academics and enrichment activities with a focus on reading, math and student health.

**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:	Bernhard Moos 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
Karime Asaf (new)/ Maria E. Cruz (former)	Principal
Lauren DiGuilio (new) / Janette Ramirez (former)	Assistant Principal
Erin Conway (new) / Ruth Mitter (former)	Counselor/Case Manager
Delia Wright	LSC Member
Linnette Wilson	Classroom Teacher
Andrea Hixson	Classroom Teacher
Tomi Wright-Allen	Classroom Teacher
Julianne Bruska	Special Education Faculty



## 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	52.7	61.0	70.0	77.0		<b>Early Math</b> % of students at Benchmark on mClass	52.4	61.0	68.5	76.8
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	26.5	37.8	48.5	59.3		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.0	49.8	56.5	63.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	60.8	67.0	73.0	79.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.6	67.8	73.5	79.3
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.5	40.8	50.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	60.6	67.0	73.0	79.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	61.3	67.0	73.0	79.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.8	75.0	80.0	85.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	12.7	27.8	41.0	56.0		<b>Explore - Math</b> % of students at college readiness benchmark	10.9	25.8	41.0	55.0



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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	93.0	96.0	97.0	97.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	45.5	40.0	35.0	30.0

## 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	57.1	68.0	74.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	7.5	11.0	14.0	17.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.3	84.0	87.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	24.0	28.0	32.0	36.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	55.3	65.0	71.0	75.0		<b>ISAT - Science</b> % of students exceeding state standards	4.7	10.0	14.0	17.0

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->				<b>2</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>	Last summer the school established goals for student achievement for reading and math that were aimed at making incremental growth. The goals for reading and math were re-evaluated after the Scantron/Dibles scores were received. Teachers maintained a data wall which was updated after each testing window. Take 5 worksheet was designed for students to monitor their progress and enable them to take ownership of their learning.		
<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>	Principal created learning cycle that provided support for the Daily 5 for all classrooms. A school-wide vision focused on college and career readiness is currently in progress. Our families and community members attended Math Night, Open House and parent meeting in the fall. Principal using bilingual monthly newsletter to inform parents about school performance.			

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Typical School	Effective School	Evidence	Evaluation
<p><b>Teacher Leadership</b> -----&gt;</p>			
<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>- Rtl 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>		

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</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>		
<b>Monitoring and adjusting</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>		

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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>Pacing for the most part is based on the core curriculum found in content area text. A book room of leveled text is available for staff to supplement curriculum used during guided reading program. Teachers have received professional development about the importance of providing leveled text to each student during small group instruction. Non-fiction text is integrated on a weekly basis. ELL students receive instruction based on proficiency levels. Bilingual teachers use SIOP model to integrate content knowledge and skills across the curriculum. Special education providers collaborate weekly with grade level general education staff to ensure students are supported with similar curriculum.</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>Instructional materials are aligned with Illinois State Standards. We have begun working to align with CCSS. Same math and language arts programs are in place in general education, special education, and bilingual education classrooms. This year we implemented the ELD program for English language support for our bilingual classrooms. We currently have level reading materials to support our reading program.</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> ----->			
<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>		

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<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>Through teacher observations we have seen teachers explicitly communicating objectives. In many rooms they are posted on the board and the teacher refers back to them during the lesson. Objectives can also be found in the weekly lesson plans. Teachers received professional development around Bloom’s taxonomy and are encouraged to move from lower to higher level questioning. Across the building we are moving away from whole group towards small group instruction. Formative assessments are being created and used in some classrooms.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</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>		
	<b>Whole staff professional development</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>		

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</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 had a 90-minute block once a week to collaborate with grade level teachers including special education and bilingual Lesson planning was one area of focus. Data analysis was also an expectation. Accountability sheet was provided weekly with action items, due dates, and progress monitoring. Data review and analysis were used to determine reteaching as needed. Our next step will be to focus on root causes.</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>Two in house instructional coaching positions were cut this year due to budget constraints. These two coaches were still used during professional development. Individual staff members also consulted with the coaches. Administration used informal observation protocol to provide feedback to support individual growth. Peer consultation and cross-classroom visitation was encouraged but utilized frequently.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</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>			
	<b>Relationships</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>			
<b>Behavior &amp; Safety</b> ----->					
	<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>			

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<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</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>	Principal sends a bilingual newsletter to parents highlighting our achievements and encouraging parent involvement. Teachers take the time to explain where the students are and where they should be. This happens during open house, report card pick up and parent meetings.	
	<b>Ongoing communication</b> ----->			<b>3</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>	Some teachers send monthly newsletter to parents. Other teachers contact parents with positive news as well as concerns. One teacher has a website where parents can see what students are working on. Teachers have taken time to show parents what grade level expectations look like. Teachers have provided parents with e-mail to encourage ongoing communication.	
<b>Bonding</b> ----->			<b>3</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>	Family nights encourage parents to come in to the school and learn strategies for supporting their children. Local School Council meetings are in the evening so that more parents can attend. Student assemblies provide another opportunity for parents to become engaged in the school.	

### 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	<b>Specialized support</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>			
	<b>College &amp; Career Exploration and election</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>			
<b>Academic Planning</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>				
<b>Enrichment &amp; Extracurricular Engagement</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>				

### 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>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>1</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>	Explore practice test was administered in preparation for the real exam in June. Included in the assessment is an interest inventory.	
	<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>	Does not apply.	
	<b>Transitions</b> ----->			<b>2</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>	Parents are informed at the beginning of the year that students are in benchmark grade and have special requirements for that year. At the end of the school year preschool age children and their parents receive an in-service from the kindergarten teachers. The students are also shown the kindergarten room and experience the new classroom setting. Depending on the high school, some 8th grade students attend summer program to transition into high school.	



### 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 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>Funding is based on student and staff needs. Core curriculum consumables and enrichment materials (i.e. leveled libraries, after school programs) are purchased. Funds are also used for professional development needs as identified by the ILT and Network. Funds are additionally used to hire staff to support students including full day Kindergarten.</p>	
	<b>Building a Team</b> ----->			<b>2</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>Committee of staff members joins the administration when a vacancy is available. Over the last two years we have looked at hiring recent graduates in an effort to build capacity.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<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>Teachers were given a schedule, which was designed to provide a block for reading and math content areas. Bilingual rooms had common ESL periods each day coordinated with the pullout staff so students could be serviced at their proficiency level. Teachers have one 90-minute block per week for collaboration and at least one other day with 45 minutes of common planning time.</p>	

Date Stamp November 22, 2012



## Mission & Strategic Priorities

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

### Mission Statement

Our Mission at Moos elementary School is to provide a learning environment, which is supported by partnership between staff, parents, community, and students. The educational program, full of engaging, integrated learning activities, will motivate each child to reach his/her full potential. Involvement will serve as invaluable, supportive tool for instruction and learning.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve literacy achievement through the use of informational text, with a focus on aligning the curriculum and instructional practices to the Common Core Standards.	Our analysis of spring Scantron test scores in grade 3-8 show that we are weakest in non-fiction passages. By implementing rigorous language arts instruction, all students, including ELL and students with IEP will develop a greater understanding of non-fiction content and structure.
2	Provide reading and math intervention in order to target struggling learners identified by Spring 2012 Scantron in 4th and 5th grades.	We find that based on the current Scantron test scores approximately 30% in our 3rd grade students are meeting their target in reading and 38% of our 4th grade students are meeting their target in reading and 50% in math.
3	Improve math achievement with a focus on aligning the curriculum and instructional practices to Common Core Standards.	Our analysis of spring Scantron test scores in grade 3-8 show that we are weakest in algebra. By incorporating Common Core State Standard (CCSS) in math instruction, all students, including ELL and students with IEP, in grade 3rd-8th will increase ability to apply algebra, data analysis and probability skills in problem solving.
4	Provide an after school program for academics and enrichment activities with a focus on reading, math and student health.	Student participation in the after school academic program (reading and math) will be offered to those students who fail to meet the target set on the Scantron exam. The attendance rate for the school will increase for the program as the program takes place directly after school.
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
Improve literacy achievement through the use of informational text, with a focus on aligning the curriculum and instructional practices to the Common Core Standards.	Our analysis of spring Scantron test scores in grade 3-8 show that we are weakest in non-fiction passages. By implementing rigorous language arts instruction, all students, including ELL and students with IEP will develop a greater understanding of non-fiction content and structure.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of existing English and Spanish informational text in classroom libraries. Invest in leveled informational text in English and Spanish for students to use during the Daily 5 instructional program.	Instructional Materials	All			Summer 2012		
Establish curriculum-based tams to gather and analyze interim assessment data to inform teacher professional development around the use of informational text and reading strategies to improve student achievement.	ILT/ Teacher Teams	All			Summer 2012		
School wide implementation of student journal to incorporate reflection and critical thinking into literacy.	Instructional Materials	All			Quarter 1		
Teachers will collaborate during weekly grade level meetings to continue developing unit plans aligned to CCSS using backwards design.	ILT/ Teacher Teams	All			On-going		
Teachers will use formal assessment data including ISAT, NWEA, and Dibles/IDEL assessment for all students, including ELL and students with IEP, to guide instruction and monitor student progress across content areas. We will utilize quarterly assessments as well.	ILT/ Teacher Teams	All			Quarter 1		





### Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide reading and math intervention in order to target struggling learners identified by Spring 2012 Scantron in 4th and 5th grades.	We find that based on the current Scantron test scores approximately 30% in our 3rd grade students are meeting their target in reading and 38% of our 4th grade students are meeting their target in reading and 50% in math.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use Spring 2012 Scantron results to identify struggling learners in reading and mathematics.	Instruction	Other student group		Summer 2012			
RTI team will investigate effective evidence-based strategies for progress monitoring students' performance in mathematical practices identified in CCSS.	ILT/ Teacher Teams	Other student group		Summer 2012			
Implement evidence-based reading and mathematics interventions as outlined in the RTI action plan.	ILT/ Teacher Teams	Other student group		Quarter 1			
Progress monitoring in reading and math as outlined in the RTI action plan.	ILT/ Teacher Teams	Other student group		Quarter 1			
RTI team will review quarterly formative assessments to evaluate student plan and monitor growth based on plan.	ILT/ Teacher Teams	All		Quarter 2			



Strategic Priority 2




### Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve math achievement with a focus on aligning the curriculum and instructional practices to Common Core Standards.	Our analysis of spring Scantron test scores in grade 3-8 show that we are weakest in algebra. By incorporating Common Core State Standard (CCSS) in math instruction, all students, including ELL and students with IEP, in grade 3rd-8th will increase ability to apply algebra, data analysis and probability skills in problem solving.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue teacher-led professional development focused on implementation of math instruction aligned to CCSS.	Instruction	All		Summer 2012			
Update K-5 math curriculum including relevant supplemental materials to support CCSS.	Instructional Materials	Other student group		Quarter 1			
Teachers will collaborate during weekly grade level meetings to review and develop lessons that integrate algebra, patterns, and functions aligned to CCSS.	ILT/ Teacher Teams	All		On-going			
Teachers will use formal assessment data including ISAT, Scantron, and mClass for all students, including ELL and students with IEP, to guide instruction and monitor student progress in math and understanding algebra, patterns, and functions.	Other	All		On-going			
Explore relevant resource materials to support the CCSS for 6th-8th grade math program.	Instructional Materials	Other student group		Summer 2012			



**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.

Table with 2 columns: Strategic Priority Description and Rationale. Description: Provide an after school program for academics and enrichment activities with a focus on reading, math and student health. Rationale: Student participation in the after school academic program (reading and math) will be offered to those students who fail to meet the target set on the Scantron exam. The attendance rate for the school will increase for the program as the program takes place directly after school.

Action Plan

Monitoring

Table with 8 columns: Milestones, Category, Target Group, Responsible Party, Start, Completed, Status, Comments & Next Steps. Contains multiple empty rows for data entry.

