



Mission Statement

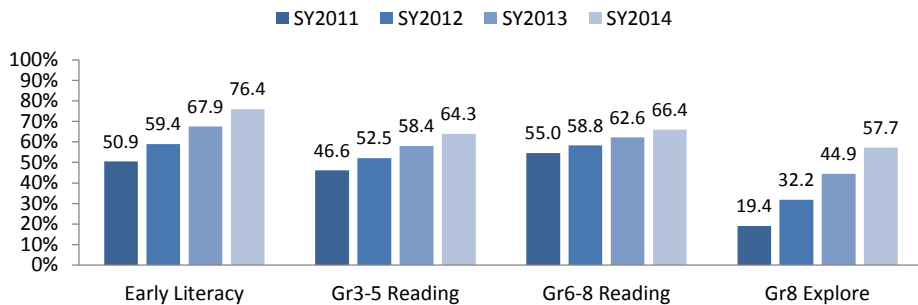
James Otis World Language Academy is a World Language Magnet Cluster School. We are committed to providing a foundation for lifelong literacy and learning for all students through the acquisition of a second language. Otis is a member of the World Language Magnet Cluster Program and actively engages students in acquiring proficiency in a second language. Our objective is to develop a culture of understanding, appreciation and celebration of people of different cultures.

Strategic Priorities

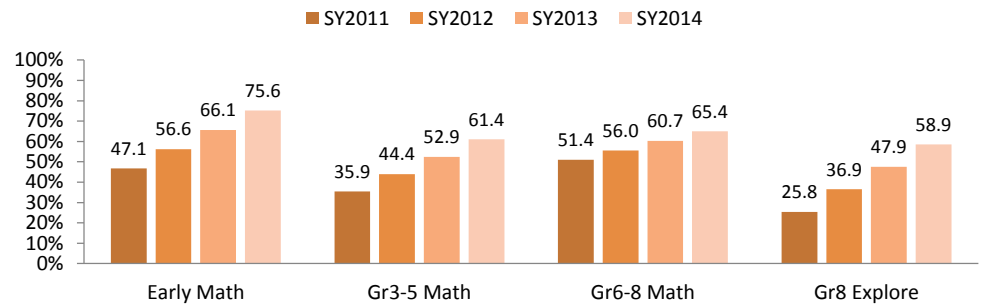
- 1. Grades 3 & 4 literacy remediation/acceleration for students identified below grade level targets as determined by screener tests (Rigby and Bear Assessment) at the beginning of the school year. With targeted interventions and support, students will increase the percentage of meets/exceeds by 3% in reading as measured by ISAT and
2. Teachers will be transitioning and delivering instruction aligned to the Common Core. Teachers will create quarterly curriculum maps. All teachers will develop quarterly maps aligned by grade level. There will be a significant increase in non-fiction and informational texts reflected in the quarterly maps.
3. Our autism program will be integrating academic priorities aligned to general education program and instructional standards in grades K-8. Autism teachers will meet similar curricular expectations (weekly grade level meeting) to ensure common instructional goals are met at in all grade clusters.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	James Otis 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
Jaime Sanchez	Principal
Luz E. Caraballo-Borges	Assistant Principal
Jayne Arps	Lead/ Resource Teacher
Jessica Quigley	Special Education Faculty
Celina Pettiford	Classroom Teacher
Kellye Galvan	Classroom Teacher
Rubimar Monet	ELL Teacher
Eva Ghuneim	Support Staff
Kathleen Rodger	Counselor/Case Manager
Octavio Martinez	LSC Member
Tasnim Patel	Classroom Teacher
Diane Jackson	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	50.9	59.4	67.9	76.4		Early Math % of students at Benchmark on mClass	47.1	56.6	66.1	75.6
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.6	52.5	58.4	64.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.9	44.4	52.9	61.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.4	57.3	61.5	65.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.1	68.6	74.1	79.6
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	55.0	58.8	62.6	66.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.4	56.0	60.7	65.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.7	61.0	64.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.3	65.8	70.5	75.3
8th Grade										
Explore - Reading % of students at college readiness benchmark	19.4	32.2	44.9	57.7		Explore - Math % of students at college readiness benchmark	25.8	36.9	47.9	58.9



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	3.2	3.0	3.0	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	72.8	76.0	80.0	83.0		ISAT - Reading % of students exceeding state standards	11.1	15.0	18.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.2	89.0	90.0	92.0		ISAT - Mathematics % of students exceeding state standards	21.8	24.0	27.0	30.0
ISAT - Science % of students meeting or exceeding state standards	80.0	83.0	86.0	88.0		ISAT - Science % of students exceeding state standards	14.4	18.0	21.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>In conjunction with our Network, Otis has identified clear and measurable goals aligned to our NWEA assessments which will indicate our school wide performance, align goals, provide critical resources, and direct our professional development to ensure that our students are college and career readiness bound. In 2010-2011, Otis was identified as a Tier 1 school based on our 2010-2011 Progress Report Scorecard. Otis received a composite score increase of students Meeting/Exceeding standards from 73.9% in 2010 to 80% in 2011. The increase in math, reading, and science was due to gains made in our implementation of the NWEA assessment. It is with this in mind that we will continue to utilize our assessment programs to</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Over the years, Otis has continued to focus professional development based on the creation of an effective Professional Learning Community that is designed to support teacher collaboration, increase instructional competencies, use data decision making strategies, align programs and priorities to meet our school mission of college and career readiness. Through a collaborative process, teacher, staff, and stake holders participated in the development of our school's mission and vision with a specific focus on ensuring our students are college and career bound by the end of 8th grade. Additional efforts will be made this year to better align curricular goals across all grade levels to ensure a common understanding of grade level performance that is coherent and understood across all grade levels and grade clusters. To ensure effective conversations and feedback provided to teachers and staff, school administrators have established a system utilizing an observational protocol for the purpose of coaching and providing critical feedback to teachers. The goal is to provide 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>At Otis, teachers and staff are given leadership opportunities by participating in the following:</p> <ul style="list-style-type: none"> • Instructional Leadership Team • Grade Level and Grade Cluster Team • Full School Day Committee Team • CIWP Team • Professional Development Team • Bilingual Advisory Team • Community Outreach Team • Mentor Teachers/Retired Teachers • School Wide Committee Teams • Assessment Committee Teams (ISEL, NWEA, ISAT, EXPLORE) • Special Education Team <p>At Otis we believe that instruction is a collaborative process in which all members play an integral role. The administration's role is to provide the resources and support for all teachers and staff in order to create a community of "continual learners." All members of the various teams are charged with the responsibility of creating a learning environment that encourages shared responsibility and includes various points of view.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			4
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<ul style="list-style-type: none"> At Otis, the ILT is composed of administrators, teacher representatives from each grade cluster, school counselor, resource and special education teachers. The ILT meets bi-weekly for the purpose of identifying and setting instructional goals and for providing instructional support via teacher collaboration and professional development. ILT members meet to analyze and evaluate school wide data using our assessment program. ILT members intergrate the small group instructional program model and RTI. Our ILT members have led the adoption and unpacking of the Common Core State Standards by participating in the Fulton Network professional development while simultaneously leading Otis' professional development training. ILT members engage in the sharing of best practices via grade level meetings, peer observations, and one-on-one conversations with teachers and staff. 			
<ul style="list-style-type: none"> At Otis, all teachers are responsible for analyzing specific student data as it relates to academic performance. Teacher teams meet quarterly to review and analyze instructional trends using our assessment programs (ISEL, NWEA, mClass Math, Rigby) to inform and guide instructional goals. Teachers utilize results of assessment data for planning purposes by creating and modifying quarterly curriculum maps to meet assessment objectives. During grade level meetings, teachers use the results of their student assessments to identify individual student 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> A systemic approach to the development of curriculum maps in alliance with scope and sequence will meet curricular needs based on the shift to common core standards. Clusters will engage in the development of common units at each grade level where appropriate. Teachers will be aligning curricular planning to the Common Core State Standards. Otis will utilize available funds to support this alignment by purchasing instructional materials and providing professional development opportunities in quarterly curriculum mapping and unit planning. At Otis, we have adequate leveled instructional materials. We will increase the percentage of non-fiction guided reading and informational texts by 70% in order to meet instructional requirements of the CCSS. 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Based on an internal audit, we have determined that additional instructional materials and resources will be needed to align our literacy and math programs to the CCSS. Emphasis on non-fiction and informational texts is needed across all grade levels. Materials will be purchased to accommodate our bilingual and special education students. During grade level meetings, teacher teams will identify specific instructional material for the purpose of aligning our curricular program to the CCSS.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>At Otis, teachers use a wide variety of district level assessments and in-school formative assessments to identify specific student performance in the areas of reading, writing, math, and science. Teachers utilize the results of the assessments to support the small group instructional model, targeting student interventions and instructional planning. The formative and summative assessments utilized are:</p> <ul style="list-style-type: none"> • NWEA • mClass Math • ISEL • EXPLORE • Rigby Leveled Assessment • Fluency Snap Shot • Bear Spelling Inventory 	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are required to develop both short-term and long-range lessons aligned to the CCSS. In order to accomplish this:</p> <ul style="list-style-type: none"> • Teachers develop their instructional objectives based on the scope and sequencing of standards aligned to the assessment goals. • Teachers at Otis are required to conference with students quarterly to determine and evaluate instructional performance and communicate specific learning objectives. • Teachers are required to target specific learning skills and to progress monitor on a continual basis to determine mastery. • In the scope of the lesson, teachers must follow a “backwards design” model clearly identifying the assessment objectives. • Within our lesson format, teachers are to specifically identify higher order questions aligned to Blooms Taxonomy of Questioning. • During grade level meetings, teachers evaluate student data based on assessment outcomes to develop common performance tasks using the Rigby Leveled Assessment. <p>For the following school year, teachers will continue to receive professional development aligning curricular goals to the CCSS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> In conjunction with the school administration and special education department, the RTI coordinator monitors implementation of all three tiers of our RTI model. The coordinator, along with general education teachers, develops specific skills based interventions and progress monitors over time. Students in Tier 2 and Tier 3 receive small group support using RTI interventions. We have seen significant success in students identified in our RTI program. Teachers and RTI team members have worked effectively reducing the amount of students referred for a special education evaluation. Continual support and resources will be needed to ensure appropriate time and personnel to address specific instructional deficiencies. 	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>For the 2012-2013 school year, Otis will continue to focus professional development in the areas of :</p> <ul style="list-style-type: none"> NWEA-Utilizing Descartes For Instructional Planning and Student Interventions. CCSS (Reading and Math)- Developing Grade Level Quarterly Curriculum Maps. CCSS (Reading)- Developing Units with an emphasis on non-fiction and the use of informational texts. CCSS (Math)-Transitioning from our "Everyday Math Series" to CCSS. Special Education - Inclusion of all students in our special 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Otis has continued to focus its professional development to establish a Professional Learning Community designed to support teacher collaboration. Emphasis is on increasing instructional competencies, using data decision making strategies, and aligning program priorities to meet our school mission of college and career readiness. Through a collaborative process, administration, teachers, staff, and stake holders participate in the development of our school’s mission and vision with a specific focus on ensuring our students are college and career bound by the end of 8th grade. Additional efforts will be made this year to better align curricular goals across all grade levels to ensure a common understanding of grade level performance, coherent and understood across all grade levels and grade level clusters. To ensure effective conversations, feedback is provided to teachers and staff. Administrators have established an observational protocol 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> First and third year teachers will continue to receive support from administration, mentor teachers, and ILT members. Teachers will continue to receive support from the New Teacher Center for years one and two. To ensure effective conversations, feedback is provided to teachers and staff. Administrators have established an observational protocol for the purpose of coaching and providing critical feedback to teachers. The goal is to provide teachers in-depth levels of communication to increase instructional performance in the classroom and facilitate interscholastic dialogue. The results of our observational protocol will assist administration and teachers by reflecting on instructional outcomes and identifying clear processes to address areas of growth. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>At Otis we have gained greater clarity in our mission to ensure that students are college and career bound. The Otis school community has embraced the vision of communicating expectations that will lead to a greater awareness of making college careers a reality. The Otis community will engage in:</p> <ul style="list-style-type: none"> Providing students in grades 6-8 visits to colleges and universities. Continuing partnership with Gear Up (College and Career Preparation Program). Communicating with parents regarding high school expectations that lead to more awareness of graduation requirements and college 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Based on the 5 Essentials portion of Otis' school report, we were identified, as having a "strong" supportive environment.</p> <ul style="list-style-type: none"> Safety was identified as the strongest portion of the report at 85% The lowest score on "supportive environment" was academic personalism at 55% A greater emphasis will be made ensuring students are challenged academically and have input in their education. Discipline data indicates that a "high" level of respect is practiced between students and teachers/staff/administration. Otis "meets " in all special education LRE indicators and is inclusive of all groups in its programs, events, and extracurricular activities. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Based on 5 Essentials portion of Otis' school report, we were identified, as having a "strong" supportive environment.</p> <ul style="list-style-type: none"> Discipline data indicate that a "high" level of respect is practices between students and teachers/staff/administration. Discipline data indicate that there are "low" occurrences of misbehavior among students and teachers. Teachers are highly proactive members in who take on a personal responsibility to ensure that our entire entire school environment is safe and conducive for learning 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The following communication systems are in place to facilitate information to our community and to provide information on school expectations:</p> <ul style="list-style-type: none"> Student Handbook for parents and teachers Monthly Newsletters /Calendar Communications in English and Spanish Literacy and Math Nights Parent-Teacher Conferences (Bi-annually & as needed) Parent workshops NCLB Parent Advisory Committee Announcements Parent Portal Information on Magnet Cluster initiatives All correspondences from District and Network Offices 	
	Ongoing communication ----->			3
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Student Handbook for parents and teachers Monthly Newsletters /Calendar Communications in English and Spanish Literacy and Math Nights Parent-Teacher Conferences (Bi-annually & as needed) Parent workshops NCLB Parent Advisory Committee Announcements 		
Bonding ----->			3	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The following groups and events are in place at Otis to create a welcoming and academically focused climate and culture:</p> <ul style="list-style-type: none"> LSC, PTO, NCLB, BAC and Friends of Otis Weekly parent workshops and book clubs Assemblies & concerts Partnership with Family Focus (Community Organization) Green Team Family Reading and Math Nights Spring Fest Day of the Child After School Academic, Social and Sports Programming 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Wraparound services are used when families are in need of specialized services. Services include, but not limited to the following: <ul style="list-style-type: none"> Teacher home visits Teacher academic home-bound services Counselor referral services 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	For the 2012-13 school year, Otis will be implementing a Middle Grades Advisory/Mentoring Program. <ul style="list-style-type: none"> Students in grades 6-8 will be assigned an academic advisor who will meet monthly to monitor academic performance and provide information on high school and college requirements. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	At Otis, students' academic achievement is monitored using the NWEA and percentile ranking to determine college and career on track readiness. <ul style="list-style-type: none"> Teachers will use the data from the assessment for students in grades 6-8 in their Middle Grades Advisory sessions. Teachers will monitor and inform parents of current academic standing as it relates to "at grade level" performance and high school graduation outcomes. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Otis sponsors the following enrichment and extracurricular activities: <ul style="list-style-type: none"> Choir and Music Program Sports- Girls/Boys Basketball, Volley Ball, Softball, and Soccer Academic Enrichment & Remediation 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>At Otis, students' academic achievement is monitored using the NWEA and percentile ranking to determine college and career on track readiness.</p> <ul style="list-style-type: none"> Teachers will use the data from the assessment for students in grades 6-8 in their Middle Grades Advisory sessions. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	DNA	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>To ensure that parents are informed about transitional years, the school provides the following opportunities:</p> <ul style="list-style-type: none"> Kindergarten parent meetings 8th grade parent night Parent Conferences 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Otis is committed to using the CIWP process to invite feedback from all stakeholders to ensure that discretionary funds are utilized in areas of need and importance. Otis will involve and receive feedback on the use of discretionary funds by the LSC, NCLB, BAC, Friends of Otis, teacher committees, administrative team and community partners to pursue outside funding and align funding to school improvement initiatives. The following activities have been sponsored by the above mentioned groups:</p> <ul style="list-style-type: none"> • Local in-school fund raisers (candy, pictures, book fair) • 21st Century Grants (Family Focus and Gear Up) 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>All teaching positions are created and staffed based on our specific instructional objectives and goals. Teacher candidates are strictly evaluated prior to the interview process in order to select the most qualified candidates.</p> <ul style="list-style-type: none"> • We have implemented a multi-step hiring process that involves teachers and administrators working collaboratively to interview teacher candidates. • Otis has continued to partner with National Louis University and New Leaders for New Schools for student teachers and administrative interns. Both programs are aware of Otis' instructional priorities . • Our student teacher criteria have been clearly established to facilitate mutually beneficial mentor and student/ teacher experiences. 	
Use of Time ----->			4	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Master Schedules are created with alignment priorities, school-wide goals, and students' needs. Master schedules are designed with input from various stakeholders using a collaborative process.</p> <ul style="list-style-type: none"> • Master schedules allow for common planning time for teachers and cluster meetings/planning. • Master schedules allow for RtI blocks, designed for student interventions, remediation, and academic acceleration opportunities. 	

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

James Otis World Language Academy is a World Language Magnet Cluster School. We are committed to providing a foundation for lifelong literacy and learning for all students through the acquisition of a second language. Otis is a member of the World Language Magnet Cluster Program and actively engages students in acquiring proficiency in a second language. Our objective is to develop a culture of understanding, appreciation and celebration of people of different cultures.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Grades 3 & 4 literacy remediation/acceleration for students identified below grade level targets as determined by screener tests (Rigby and Bear Assessment) at the beginning of the school year. With targeted interventions and support, students will increase the percentage of meets/exceeds by 3% in reading as measured by ISAT and NWEA assessments.	Based on NWEA (benchmark) and ISAT data, students in grades 3 & 4 performed at a lower level than students in grades 5-8.
2	Teachers will be transitioning and delivering instruction aligned to the Common Core. Teachers will create quarterly curriculum maps. All teachers will develop quarterly maps aligned by grade level. There will be a significant increase in non-fiction and informational texts reflected in the quarterly maps.	As the Illinois State Board of Education and the Chicago Public Schools move toward CCSS based instruction, teacher teams, vertical and horizontal, will develop aligned quarterly curricular maps. Teacher collaboration is essential in establishing a common language and instructional cohesiveness to ensure Otis' students are college and career ready bound.
3	Our autism program will be integrating academic priorities aligned to general education program and instructional standards in grades K-8. Autism teachers will meet similar curricular expectations (weekly grade level meeting) to ensure common instructional goals are met at in all grade clusters.	Based on our IAA, IEP goals, grades, and assessments (Bear Spelling Inventory and Fluency Snapshot) and research based autism pedagogy, autistic students have demonstrated greater levels of academic inclusion. Our goal is to increase academic integration, along with our life skills program, so that our existing programs align to our common vision.
4	Optional	
5	Optional	



Strategic Priority 1



Strategic Priority 2

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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
Our autism program will be integrating academic priorities aligned to general education program and instructional standards in grades K-8. Autism teachers will meet similar curricular expectations (weekly grade level meeting) to ensure common instructional goals are met at in all grade clusters.	Based on our IAA , IEP goals, grades, and assessments (Bear Spelling Inventory and Fluency Snapshot) and research based autism pedagogy, autistic students have demonstrated greater levels of academic inclusion. Our goal is to increase academic integration, along with our life skills program, so that our existing programs align to our common vision.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase of Instructional material	Instructional Materials	Students With Disabilities	Principal	On-going	On-going	Completed	
Create a budget line for teacher professional development	Professional Development	Not Applicable	Principal/Teacher/ILT/AP	On-going	On-going	Completed	
Create a budget line for commodities- supplies	Supplies	Students With Disabilities	AP/Principal/Clerk	On-going	On-going	Completed	
Create a budget line for instructional equipment	Instructional Materials	Students With Disabilities	AP/Principal/Clerk	On-going	On-going	Completed	



Strategic Priority 3

