



2012-2014 Continuous Improvement Work Plan

Louis A Agassiz Elementary School

Ravenswood-Ridge Elementary Network

2851 N Seminary Ave Chicago, IL 60657

ISBE ID: 150162990252052

School ID: 609773

Oracle ID: 22031



Mission Statement

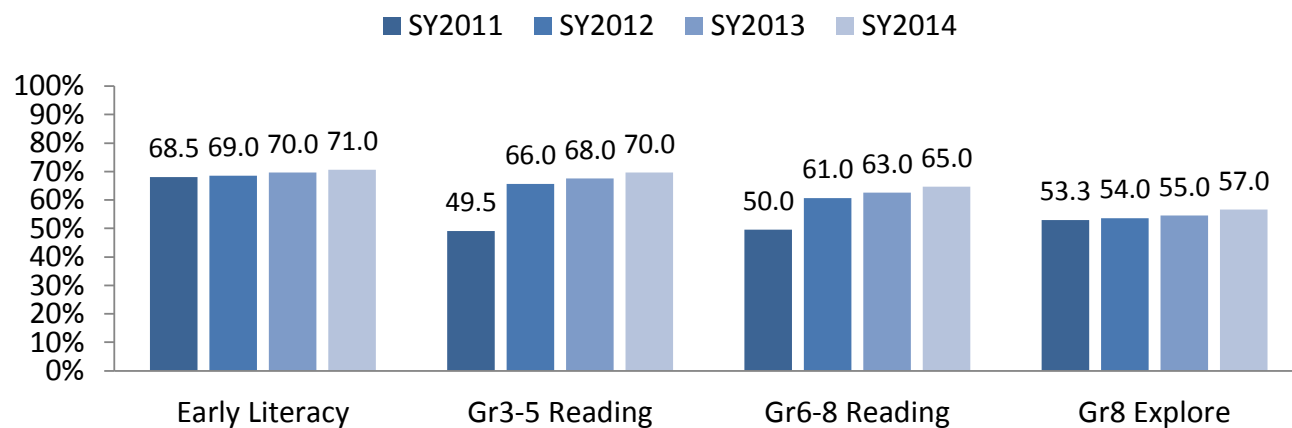
To develop a unified approach to academic excellence through a professional learning community that utilizes a data driven, interdisciplinary approach to teaching and learning.

Strategic Priorities

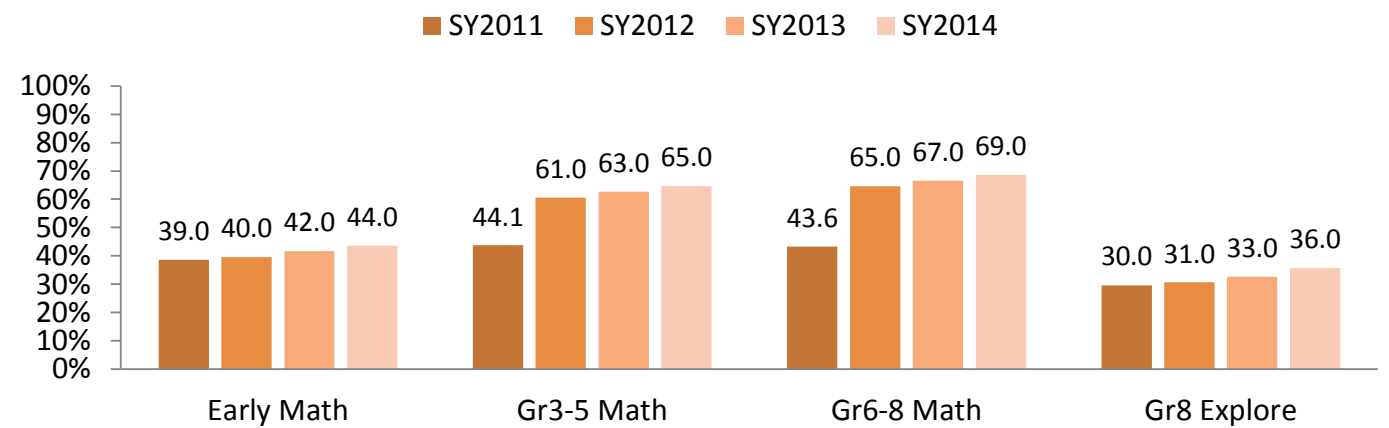
1. Provide additional mathematics intervention/acceleration block into 3rd-8th students schedules and increase math materials and differentiation/support in math throughout all grades.
2. Increase literacy proficiency for all students with a emphasis on writing and reading comprehension by improving our collaboration, professional learning in best instructional practices, and supplemental resources and services.
3. Teachers will develop and implement units of study that address the arts, academic, emotional, social and physical needs through a comprehensive proficiency based curriculum aligned with Common Core Standards.

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:	Louis A Agassiz 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
Mira Weber	Principal
Doris Negron-Wilks	Assistant Principal
Paul Schearf	LSC Member
Richard W. Lenkov	LSC Member
David Rench	Special Education Faculty
Dorothy Loades	Counselor/Case Manager
Neil Mikota	Classroom Teacher
Nicholas Hall	Classroom Teacher
Julie Lyman	Lead/ Resource 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	68.5	69.0	70.0	71.0		Early Math % of students at Benchmark on mClass	39.0	40.0	42.0	44.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	49.5	66.0	68.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.1	61.0	63.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.9	57.0	59.0	61.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.5	50.0	52.0	54.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.0	61.0	63.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.6	65.0	67.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.6	63.0	65.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	43.6	64.0	66.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	53.3	54.0	55.0	57.0		Explore - Math % of students at college readiness benchmark	30.0	31.0	33.0	36.0



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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.2	94.0	95.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	32.6	28.0	26.0	24.0

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	79.8	82.0	84.0	86.0		ISAT - Reading % of students exceeding state standards	27.3	29.3	31.3	33.3
ISAT - Mathematics % of students meeting or exceeding state standards	81.4	82.5	83.5	84.5		ISAT - Mathematics % of students exceeding state standards	27.3	29.3	31.3	33.3
ISAT - Science % of students meeting or exceeding state standards	82.1	83.1	85.0	87.0		ISAT - Science % of students exceeding state standards	17.9	20.0	23.0	26.0

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>The school reviewed various sources of data: ISAT, mClass, ISEL Scantron, and curriculum based assessment(such as STAR reading, guided reading levels, reading and math fluncy, etc). Based on this data, the school set goals to reduce the achievement gap for special education students and males, and to move three to four students from meets to exceeds. Our theory of action also included increasing academic rigor in all classrooms.</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. 	<p>Principal used data to analyze and support all instruction. Principal created strands (ILT, RTI meetings, Grade level band meetings, PD meetings) and set goals with staff where students are engaged in rigorous lessons and learning.</p> <p>The common themes:</p> <ul style="list-style-type: none"> *Rigor of assignments *Effective grouping *High level questioning *Communication of effective pratctices across and between grades <p>Principal sent home the School Report Card to inform parents of school performance.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers have the opportunity to partake in the following teacher leadership roles within the school community:</p> <ul style="list-style-type: none"> * ILT Committee *Grade level team lead *RTI Team *Curriculum team *Family liaison *Common Core Standard committee *Full School Day committee *CWIP team *Bilingual Lead *Union representative *Grant writers *Professional Book Group 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> The ILT represents all grade levels, including special education, counseling and ancillary staff. ILT analyzes student test data and utilizes this information along with the expertise of the team to make decisions for all students and staff. The ILT leads the school's professional development. The ILT facilitates communication between the staff in participating in decision-making involving curriculum planning and the Common Core Standards. The ILT reflects on qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly. 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> Quarterly data is reviewed and analyzed at the school level to make adjustments to instructional practice. Our focus changes with data reflection. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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"> *Each grade level team creates curriculum brochures aligned to standards. *Scope and sequence is not consistent school-wide. More mapping needs to take place across the grades and must align to Common Core standards. *Short and long term plans must include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> *Each grade level has a set of instructional materials that are aligned with standards. *More materials are needed to support students with disabilities as well as ELL students. 	
<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 ----->			4
<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. 	<ul style="list-style-type: none"> *School-wide data is available to all who need it after each assessment. *The RTI team uses a comprehensive set of assessments (screening, diagnostic, benchmark, formative, and summative) to monitor student learning on a quarterly basis. *Each grade level team uses a comprehensive set of assessments- screening, diagnostic, benchmark, formative, and summative- to monitor student learning on a quarterly basis. *Assessment accommodations and modifications are in place to ensure that students with disabilities and ELL's are able to appropriately demonstrate their knowledge and skills. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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. 	<ul style="list-style-type: none"> *Some teachers communicate the learning objective to students. *Teachers use low level questioning and are moving to higher level questioning as we move to Common Core Standards. *Most classes use sequencing of lessons to build towards mastery of standards. *Most teachers scaffold instruction to ensure all students, including students with disabilities and English Language Learners access complex texts and engage in complex tasks. *Teachers use formative assessment during instruction to monitor student progress and check for understanding of student learning. 	

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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"> The school has a systematic approach to administering screening assessments to identify students in need of academic interventions. School has interventions to give diagnostic assessments to identify particular skills gap. Most ancillary staff provide interventions for literacy which include small group, one-to-one support. Differentiation is facilitated by classroom teacher. Interventions are monitored by RTI on a quarterly basis, and on a monthly basis by teacher teams. 	
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. 	<ul style="list-style-type: none"> The school has a whole staff professional development focused plan aligned to school wide goals and priorities. The school uses the expertise of the teacher to make professional development relevant to school needs. The school reflects on professional development by using instructional rounds, reflections, video taping and teacher artifacts. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<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"> Teacher teams collaborate to create professional development calendar for the school year. RTI coordinator meets monthly to discuss progress-monitoring data for students receiving intervention and share with classroom teachers. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education and other specialists. 	
	Instructional coaching ----->			2
	<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"> Informal/mentoring takes place as needed on a one-to-one basis. Informal support for new teachers comes from school staff. Professional development decisions are based on individual teaching goals and preferences. Teachers periodically receive quality feedback that supports their individual growth. Peer observation and cross-classroom visitation happens occasionally. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<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 	<ul style="list-style-type: none"> *Upper grade teachers reinforce expectations for grades 6th-8th. 	
	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. 	<ul style="list-style-type: none"> *All students have an adult advocate who cares about them deeply and supports them in achieving their goals. * Interactions between adults and students are respectful, with appropriate, fair responses to disrespectful behavior. *Students with disabilities are engaged in the social community, including both physical and social integration. *Students' classroom experiences demonstrate value of home language and culture. 	
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. 	<ul style="list-style-type: none"> *The school has a common, consistent school-wide approach to student discipline. *Implementation of a social emotional curriculum school wide. *Staff establishes and maintains a safe, welcoming school environment. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. High percentage of parents scored this dimension highly on the parent survey. Teachers provide clear information for families on student expectations. 	
	Ongoing communication ----->			4
	<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"> Teachers and school staff engage in ongoing, two-way communication with families via classroom website, First Class and other events in the school. Parents are informed of classroom expectations and student achievement. 	
Bonding ----->			4	
	<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. 	<ul style="list-style-type: none"> The school establishes a non-threatening welcoming environment. School staff provides various opportunities for families to participate in authentic and engaging activities in the school community--such as student performances, academic competitions, and exhibits. 	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<ul style="list-style-type: none"> *School provides required services to students as needed. *School staff provides outreach to families in need of specialized support. 	
	College & Career Exploration and election ----->			1
	<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. 	<ul style="list-style-type: none"> *Information is limited to the 8th grade. 	
Academic Planning ----->			1	
<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. 	<ul style="list-style-type: none"> *Limited to 8th grade. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *The school ensures exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with 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
DIMENSION	College & Career Assessments ----->			1
	<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. 	<ul style="list-style-type: none"> *Students participate in career ready assessments. 	
	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. 	<ul style="list-style-type: none"> Not Applicable 	
	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. 	<ul style="list-style-type: none"> *The school provides opportunities for effective transitions in pre-k to kindergarten and 8th to 9th grade. *Additional transition support will be provided for 2nd to 3rd grade. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<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. 	<ul style="list-style-type: none"> *School allocates discretionary spending to align with identified needs and strategic priorities. *Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. *School maintains focus on use of resources for the student achievement growth. 	
	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. 	<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. *Typical interview includes members of ILT team. *Grade level teams are assembled to include the needed combination of knowledge and expertise. 	
Use of Time ----->			3	
	<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. 	<ul style="list-style-type: none"> *School schedule is designed based on number of minutes per subject. *The school schedule allows for regular, meaningful collaboration in teacher teams. *Struggling students receive structured intervention in dedicated blocks. 	

Mission & Strategic Priorities

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

Mission Statement

To develop a unified approach to academic excellence through a professional learning community that utilizes a data driven, interdisciplinary approach to teaching and learning.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide additional mathematics intervention/acceleration block into 3rd-8th students schedules and increase math materials and differentiation/support in math throughout all grades.	Data collected from ISAT testing, as well as informal assessments, indicate that our students need additional support in Mathematics, in particular students receiving special education supports, English language learners, and students in 6th-8th grade. 44% of students in 3rd-5th are at or above grade level on Scantron. 43% of students in 6th-8th are at or above grade level on Scantron.
2	Increase literacy proficiency for all students with a emphasis on writing and reading comprehension by improving our collaboration, professional learning in best instructional practices, and supplemental resources and services.	59% of students in grades Kdg-2nd are meeting or exceeding benchmark. Reading proficiency for K-2 students will exceed 65% as measured by K-2 summative assessments. 54% percent of students made benchmark taking the EXPLORE- Reading Exam.
3	Teachers will develop and implement units of study that address the arts, academic, emotional, social and physical needs through a comprehensive proficiency based curriculum aligned with Common Core Standards.	When we increase resources- via technology, more leveled text in the content areas and text complexity- teachers will be able to continue to collaborate and create units of study centered on the standards. This will increase student knowledge of literature as well as knowledge in other disciplines through reading, writing, speaking, and listening in history/social studies,science and the arts.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide additional mathematics intervention/acceleration block into 3rd-8th students schedules and increase math materials and differentiation/support in math throughout all grades.	Data collected from ISAT testing, as well as informal assessments, indicate that our students need additional support in Mathematics, in particular students receiving special education supports, English language learners, and students in 6th-8th grade. 44% of students in 3rd-5th are at or above grade level on Scantron. 43% of students in 6th-8th are at or above grade level on Scantron.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Offer 8th grade students courses in Algebra.	Instruction	Other student group	Middle School Math Instructor	Quarter 1	On-going		
Increase math skills and fluency in students in 6th-8th grade by providing support through implementation of Math Software for grades 6th-8th	Instructional Materials	Other student group	Middle School Instructors and Administration	Summer 2012	Quarter 1		
Provide supplemental materials to facilitate differentiation in grades Kdg-5th.	Instructional Materials	Students With Disabilities	Special Education Team and Administration	Summer 2012	Summer 2012		
Provide professional development to teachers to implement math software.	Professional Development	Not Applicable		Summer 2012	Quarter 1		
Administer timed test weekly to increase fluency.	Instruction	All	Classroom Teachers	Quarter 1	On-going		
Provide quarterly data tables to monitor student progress.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Identify students who would benefit from interventions based on summative and formative assessments.	ILT/ Teacher Teams	All	Classroom Teachers, RTI Team	Quarter 1	On-going		
Provide weekly individualized intervention to targeted students.	Instruction	Other student group	RTI Team and Ancillary Staff	Quarter 1	On-going		
Provide monthly opportunities for teachers to collaborate on differentiation.	Instruction	All	Administration	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase literacy proficiency for all students with a emphasis on writing and reading comprehension by improving our collaboration, professional learning in best instructional practices, and supplemental resources and services.	59% of students in grades Kdg-2nd are meeting or exceeding benchmark. Reading proficiency for K-2 students will exceed 65% as measured by K-2 summative assessments. 54% percent of students made benchmark taking the EXPLORE- Reading Exam.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide quarterly data tables to monitor student progress.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Identify students who would benefit from interventions based on District-wide assessments.	ILT/ Teacher Teams	All	Classroom Teachers, RTI Team	Quarter 1	On-going		
Provide weekly individualized intervention to targeted students.	Instruction	Other student group	RTI Team and Ancillary Staff	Quarter 1	On-going		
Provide monthly opportunities for teachers to collaborate on differentiation.	Instruction	All	Administration	Quarter 1	On-going		
Develop a staggered reading block schedule.	ILT/ Teacher Teams	All	Administration and Classroom Teachers	Summer 2012	Summer 2012		
Provide additional intervention materials for Tier 2 and 3 students.	Instructional Materials	Other student group	RTI Team and Administration	Quarter 1	Quarter 1		
Professional Development aligned to Common Core State Standards (CCSS) to enhance writing instruction and assessment provided to grade level bands.	Professional Development	Not Applicable	ILT	Summer 2012	On-going		
Identify target students to move from meets to exceeds on ISAT.	Instruction	Other student group	Classroom Teachers	Quarter 1	On-going		
Analyze formative and summative assessment to support differentiation.	Instruction	All	Classroom Teachers	Quarter 1	On-going		



Strategic Priority 3

