Peter Cooper Elementary Dual Language Academy

Pilsen-Little Village Elementary Network

1624 W 19th St Chicago, IL 60608

ISBE ID: 150162990252142

School ID: 609867

Oracle ID: 22831

Mission Statement

The mission of Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organizations and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.
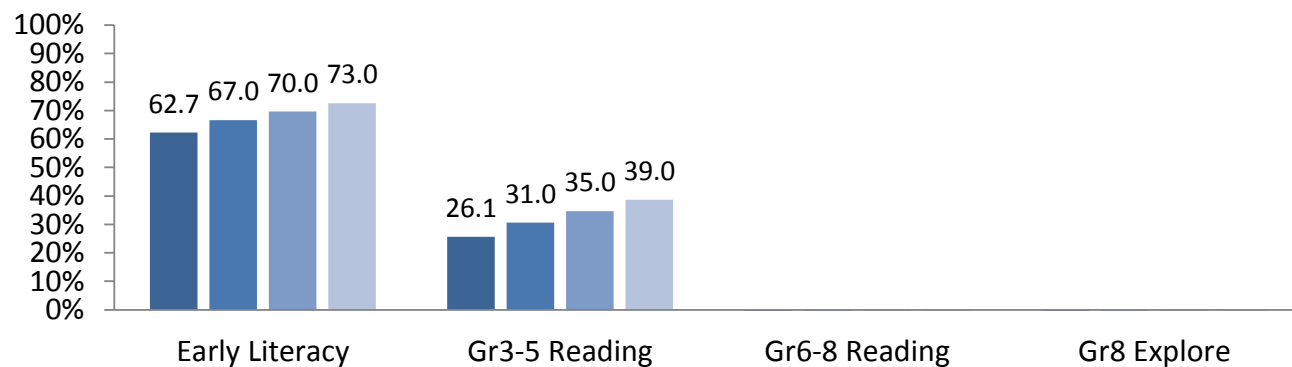
Strategic Priorities

1. Teachers will develop units of study aligned to the Common Core State Standards and parallel Native Language Standards that incorporate complex texts, rigorous tasks/performance assessments and support all learners through differentiated instruction.

2. Bilingual Program teachers will provide high quality English Language Development instruction for English Language Learners as part of an appropriate Bilingual Pathway that supports growth in the target language in order to increase proficiency from year to year.

3. Teachers and support staff will provide reading and/or math intervention/acceleration instruction for students as appropriate, based on beginning of year screener data for initial placement and on-going progress monitoring data for year-round flexible grouping, in order to individualize instruction to specific student needs.

4. Teachers will implement student engagement structures that develop Purposeful Accountable Talk (PAT) among students to increase the level/quality of analytical discussion and support higher level thinking.
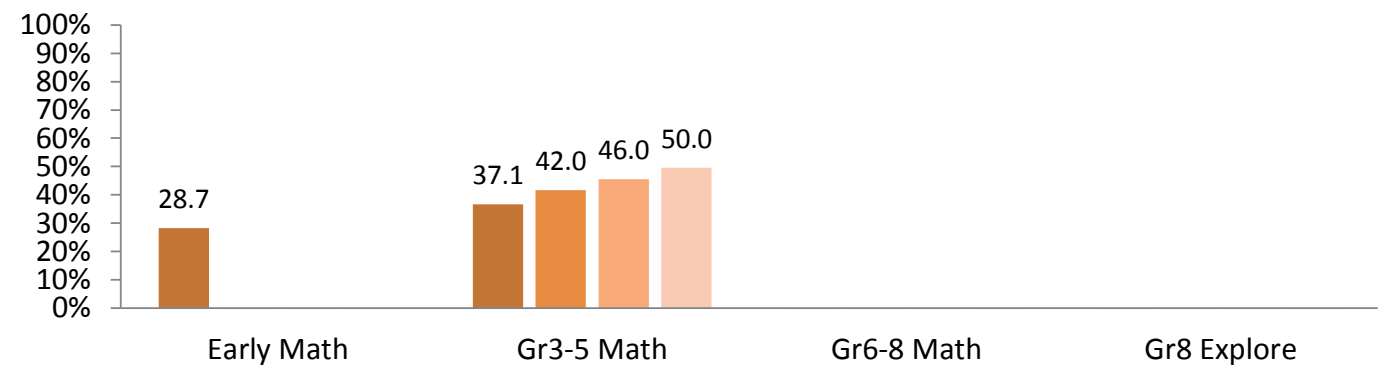
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	62.7	67.0	70.0	73.0
Gr3-5 Reading	26.1	31.0	35.0	39.0
Gr6-8 Reading				
Gr8 Explore				

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	28.7			
Gr3-5 Math	37.1	42.0	46.0	50.0
Gr6-8 Math				
Gr8 Explore				

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:	Peter Cooper Elementary Dual Language Academy

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
Martha Monrroy	Principal
Francisco Yanez	Assistant Principal
Wanda Reyes	Lead/ Resource Teacher
Janet Peters	Lead/ Resource Teacher
Claudia Vailant	ELL Teacher
Heather Baumgardner	Counselor/Case Manager
Alfredo Calderon	Classroom Teacher
Dulce Orozco	LSC Member
Liduvina Jimenez	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	62.7	67.0	70.0	73.0	**Early Math** % of students at Benchmark on mClass	28.7	NDA	NDA	NDA

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.1	31.0	35.0	39.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.1	42.0	46.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.5	50.0	54.0	58.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.6	50.0	54.0	58.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA

8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	96.5	97.0	97.5	**Misconducts** Rate of Misconducts (any) per 100	5.7	5.0	4.5	4.0

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	53.3	57.0	60.0	NA		**ISAT - Reading** % of students exceeding state standards	10.7	13.0	16.0	NA
ISAT - Mathematics % of students meeting or exceeding state standards	73.2	75.0	78.0	NA		**ISAT - Mathematics** % of students exceeding state standards	9.6	13.0	16.0	NA
ISAT - Science % of students meeting or exceeding state standards	57.4	61.0	64.0	NA		**ISAT - Science** % of students exceeding state standards	4.3	8.0	12.0	NA

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**
	• 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.	• 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.	Our Theory of Action has detailed goals and key strategic levers that are being implemented consistently throughout school, grade and classroom levels. Work related to these levers is continously monitored by teachers and lead coaches at grade level meetings, ILT meetings and school-wide data meetings as well as during professional development sessions.	
	Principal Leadership	-->		**3**
	• 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.	• 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.	Principal creates structures for successful professional learning and collaboration that include common planning time for grade level collaboration, lead teacher facilitation to support individual or grade level needs and one on one coaching based on teacher's needs and interests. Principal presents clear vision that incorporated District priorities, Network initiatives and local programs/needs to drive continuous improvement. Resources are provided to ensure implementation of activities/programs that support the vision and keep students on track to achieve their goals. Principal establishes multiple structures/opportunities to empower families by presenting school vision, goals and achievement data. Continuous communication is fostered through monthly parent newsletters, monthly parent meetings and extended opportunities for parent development (workshops & classes) and involvement (activities, committees, and parent governance opportunities).	

CIWP

2012-2014 Continuous Improvement Work Plan

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Teachers participate in leadership experiences that include Grade Level Teams, Instructional Leadership Team, RTI team, grade level chairs, mentor teachers, local school council representation, committee participation, special events planning and more. Teachers have equity of voice in decision making within grade level and school-wide structures. Teachers consistently share learning about effective practices from PD's or personal classroom experiences. Grade level meetings include opportunity for peer reflection on successes or challenges of teaching. Coaches support teachers in sharing of ideas and best practices.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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.	• 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	ILT includes members with great knowledge and expertise in teaching and learning, particularly in the area of Literacy, which results in effective decision making that supports teachers and students. ILT members serve as key professional development providers that build capacity at individual, grade level and whole school levels. They present workshops and disseminate information around District and Network priorities as well as local initiatives based on teacher/student needs. ILT members facilitate grade level meetings and ensure continous communication among and across teacher groups to ensure understanding and maintain focus on school initiatives. ILT members continously analyze data to monitor implementation of district, network and local school initiatives. By examining student work, learning walk data, and student assessment trends, ILT members can adjust PD planl and identify needs for individual/teacher group support.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Administrative team and Instructional Leadership Team lead teachers in analysis of student data in order to inform instruction and make classroom and student level decisions. By examining student work, learning walk data, and student assessment trends, ILT members monitor and adjust PD plans and identify needs for individual/teacher group support or coaching.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• 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.	• 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.	All teachers, including those who service ELL's and students with disabilities, have developed and implemented standards-based lessons aligned to a CCSS curriculum map and have continued to develop their understanding of the CCSS and unit planning through participation in District Early Adopter initiative as well as local PD. All teachers have engaged in the research and selection of high quality and complex texts that support the implementation of CCSS units of study. Through participaton in the EAS initiative, teachers have increased their knowledge of appropriate instructional materials and practices that support the successful implementation of the Common Core Standards.	
	Instructional materials	-->		**3**
	• 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.	• 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).	All teachers have engaged in the research and selection of high quality and complex texts that support the implementation of CCSS units of study. Bilingual program and special ed teachers collaborate with general education classroom teachers to identify appropriate materials for ELL's and students with disabilities. All teachers have completed the CIWP Reading Materials survey in order to have an accurate account of instructional materials available in the school.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**3**
• 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.	• 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.	Scantron, Dibels/IDEL, and TRC data is available to all teachers immediately after testing. Teachers have been trained on how to access data and all grade levels schedule meetings after testing window closes to review and analyze data. Teacher teams access district wide assessments (diagnostic, formative and summative) as well as some local teacher created assessments to make instructional decisions and monitor student gains. Teachers continue to develop grade level performance assessments that support Common Core units of study. District assessments for ELL's and students with disabilities are administered per CPS guidelines, although there is a need for native language assessments. Locally developed assessments are adjusted to ensure they are appropriate for these populations.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**3**
• 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.	• 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.	Teachers post learning objectives by content area that are aligned to standards. Relevance of learning is not communicated consistently. Through DOK learning walks, it has been determined that levels of questioning have been at a basic comprehension or application level. Our learning cycle on Purposeful Accountable Talk will build engagement strategies to increase the level of comprehension and analysis in student dialogue. Through participation in the Early Adopter initiative, teachers are building capacity around the development of rigorous performance tasks and assessments in order to drive mastery of Common Core Standards. Differentiation based on student populations is planned but additional PD is needed. Teachers in Grades K-2 use formative assessments to progress monitor students in Literacy but 3-5th grade teachers need assessment tools for their students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	Teachers utilize Dibels/IDEL, TRC and Scantron to identify students in need of interventions. These students receive small group instruction, pull out support provided by reading specialists and one on one support through America Reads tutors. Burst, a computer program that groups students based on diagnostic data, provides scripted lessons for intervention based on students needs. Interventions are monitored for students participating in BURST but more monitoring and adjusting is needed in the classroom as part of a school-wide system.	
Whole staff professional development	-->		**3**
• 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.	• 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.	School-wide PD has been completely aligned to the 3 levers in our Theory of Action, with workshops/presentations provided through the Early Adopter initiative, EL Achieve, Network/ILT presentations on CCSS and Unit planning as well as local PD on Purposeful Accountable Talk. Presentations are followed up with implementation planning in grade level team meetings and faculty meetings at times. Implementation of PAT is monitored through lesson plans and learning walks.	

Professional Learning

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	Teachers have two weekly grade level meetings that focus on assessment data analysis, planning for instruction (weekly and unit to unit), review of student work and sharing of resources. Student progress is discussed in grade level meetings and teachers support eachother with ideas/resources for interventions. Protocols are in place so that each grade level prepares an agenda in advance and every member has a role during the meeting so that responsibilities are shared. Grade level teams are inclusive of general ed, bilingual ed, special ed and reading coaches/facilitators. This is facilitated through scheduling of daily common preps across grade blocks.	
	Instructional coaching	-->		**3**
	• 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.	• 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.	Every grade level team has an assigned coach who works with the teachers as a group or individually to provide support and quality feedback around instructional planning, data analysis, interventions, etc. New teachers are provided with a mentor teacher and the support of specialists to plan for instruction, model instruction as needed and provide support/feedback on classroom management and other teacher responsibilities. Peer coaching and support are part of instructional learning cycles, both for EL Achieve and Accountable Talk, which include peer classroom visits and peer modeling/reflection.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	School Administration encourages staff to provide a positive and rigorous learning environment which motivates students to aspire to higher level learning. Every staff member reinforces high expectations for all students. An intentional plan for building and maintaining a college-going culture that is appropriate to a K-5 school is needed. Through our focus on Accountable talk, every student's thoughts/opinions are valued and solicited. This will enhance our positive school culture and increase student leadership as well as support college and career ready standards.	
	Relationships	-->		4
	• 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.	• 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.	Teacher and staff have a caring relationship with students and support them in achieving their goals. Students interactions are respectful which supports the positive environment within our school. Staff serves as role models. Students with disabilities are included in the general program of instruction with great success and participate in enrichment and after school programs, clubs and events. Our school environment is reflective of the value we place on our student's home language/culture. Student programs (mariachi, folkloric dance, visual arts) promote cultural learning. Students and families are supported in their home language through interactions/communications.	
	Behavior& Safety	-->		3
	• 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.	• 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.	Although we have a low misconduct rate and a very safe environment, a consistent school-wide approach is needed to handling incidents. Consequences for misbehavior are inconsistent at times. We have established a very safe and welcoming environment for our students and families. Parent surveys indicate that there is a high level of trust & communication between school and home. Parent involvement has increased as a result.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• 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.	• 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.	During open house, the principal sets the tone for high expectations by explaining school performance and goals for the year to parents as well as how they can support our school in improving. Teachers discuss expectations for their grade/classroom and provide parent with a syllabus to guide them through the curriculum to be studied, grading, and examples of projects and work to be completed. Parents of 5th graders are provided with many communications regarding transition to middle school. Principal arranges school visits and registration/orientation information to families.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	There is open and on-going communication between teachers and families. Daily interactions during dismissal time afford the opportunity for exchange of information. Teachers/parents utilize student planners as daily communication logs. Telephone communication is ongoing on an as-needed basis and in-school parent conferences are routine in order to discuss student progress and/or concerns.	
	Bonding	-->		**4**
	• 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.	• 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.	Our school has a welcoming environment where parents and community are engaged. We have a large number of community and external partners who offer their programs to Cooper's students and parents as a result of our positive school culture. There are opportunities for authentic and engaging activities including many performances for students and for families, open house and family nights, as well as academic exhibitions such as science fair.	

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
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Limited resources have resulted in only being able to provide required services for students and families. Extensive outreach is afforded in extreme cases of need. Home visits and additional outreach is needed to support more families.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• 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.	PreK - 5th grade students are exposed to college and career options through classroom lessons and external partner programs such as Junior Achievement, In Search of Genius, and others. Planning of College Week or Career Days would expose students to additional information/experiences.	
Academic Planning	-->		**2**
• 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.	• 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.	Supports and information for college and careers are limited, although opportunities for students to develop their interests at the primary school level are evident. A plan for accelerated instruction for high performing students is needed. The Full School Day parameters will allow for this in School Year 2012-13	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	• 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.	Enrichment/Extracurricular programs include choir, folkloric dance, mariachi band, science club, Girls on the Run, Pros Arts, Project Fit, basketball and others that nurture talents and interests. Need to increase K-2 student opportunities.	

Left side vertical label: 6: College and Career Readiness Supports

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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
D I M E N S I O N	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in District Wide Assessments that promote a standards based curriculum and prepare them for college and career assessments at future grade levels.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	DOES NOT APPLY	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Students entering Kindergarten are invited to tour the school and participate in a parent/student orientation. Parents are invited to volunteer in classrooms to ease their children's transition into full day kindergarten. Parents of 5th graders are provided with many communications regarding transition to middle school. Principal arranges school visits and registration/orientation information to families.	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• 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.	• 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.	The discretionary budget includes funds for PD, instructional materials and other resources to support our work around common core unit planning and ELD instruction for ELL's. Funds are also utilized to reduce class size in order to support an environment more condusive to learning. There are multilple community and external partners that provide fund to support student needs in the area of literacy tutoring, arts education (music, dance and visual arts), science enrichment, physical development and more.	
	Building a Team	-->		**4**
	• 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.	• 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.	Due to a very low turn-over rate, our school has engaged in limited hiring over the last few years. When hiring is necessary, there is a qualified pool of applicants identified as well as applicants who have completed their field experiences at Cooper. Five of our current teachers were identified as potential staff during student teaching and 3 current teacher assistants have become certified teachers in preparation to enter the classroom when the opportunity arises. During interviews, the principal and other staff follow a protocol of questions and review portfolio work as well as other information to evaluate candidates. Each person's expertise is considered as it relates to the current team that they would be collaborating with to ensure a "good fit"	
	Use of Time	-->		**3**
	• 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.	• 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.	Time distibution schedules allot minutes per subject that exceed State requirements and allow for high fidelity implementation of literacy, math and science curriculums. Block scheduling is utilized to ensure that each grade level team has a daily common preps that facilitate collaboration. Intervention is provided to struggling students within the literacy block but are limited. We will be implementing a school-wide intervention/acceleration block to better support students.	

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

The mission of Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organizations and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will develop units of study aligned to the Common Core State Standards and parallel Native Language Standards that incorporate complex texts, rigorous tasks/performance assessments and support all learners through differentiated instruction.	Our SEF results in Dimension 2: Core Instruction were mostly 3's, which indicate teachers understand unit planning but would benefit from additional PD and support. As a 2011-12 CPS Early Adopter School, we have begun the process of creating and implementing standards-based units. If we continue to develop and refine this practice, instruction will become more rigorous and student mastery of standards will increase.
2	Bilingual Program teachers will provide high quality English Language Development instruction for English Language Learners as part of an appropriate Bilingual Pathway that supports growth in the target language in order to increase proficiency from year to year.	With over 60% of our student population identified as English Language Learners, we must provide effective ELD instruction within the appropriate Bilingual Pathway in order to ensure high levels of English proficiency that will support students in keeping pace academically with their peers.
3	Teachers and support staff will provide reading and/or math intervention/acceleration instruction for students as appropriate, based on beginning of year screener data for initial placement and on-going progress monitoring data for year-round flexible grouping, in order to individualize instruction to specific student needs.	Spring 2011 ISAT results show 42% / 63% of students are meeting state standards in reading/math respectively which indicates a target group of students require intervention support. Students meeting/exceeding standards would benefit from accelerated instruction in order to excel further. These classes, as part of the Full School Day, will support both populations.
4	Teachers will implement student engagement structures that develop Purposeful Accountable Talk (PAT) among students to increase the level/quality of analytical discussion and support higher level thinking.	FY 2012 implementation of this strategic lever has resulted in increased student-centered instruction as evidenced through learning cycle classroom visits. Basic discussion stems have enriched content conversations and future learning cycles will introduce advanced discussion stems that support reading comprehension and analysis.
5		

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
Teachers will develop units of study aligned to the Common Core State Standards and parallel Native Language Standards that incorporate complex texts, rigorous tasks/performance assessments and support all learners through differentiated instruction.	Our SEF results in Dimension 2: Core Instruction were mostly 3's, which indicate teachers understand unit planning but would benefit from additional PD and support. As a 2011-12 CPS Early Adopter School, we have begun the process of creating and implementing standards-based units. If we continue to develop and refine this practice, instruction will become more rigorous and student mastery of standards will increase.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on unpacking Common Core State Standards delivered by teacher leaders for all teachers.	Professional Development	All	Instructional Leadership Team	Summer 2012	Quarter 1		
Professional Development on creating standards-based units delivered by teacher leaders/network staff for all teachers	Professional Development	All	Instructional Leadership Team & Network ISL	Summer 2012	Quarter 4		
In each classroom, conduct an audit of existing texts aligned with CCSS and invest in supplemental nonfiction texts	Instructional Materials	All	Grade Level Chairpersons	Summer 2012	Quarter 1		
Professional Development on analyzing data and student work to effectively group students for instruction; delivered by teacher leaders for all teachers	Professional Development	All	Instructional Leadership Team	Quarter 1	On-going		
Every grade level team develops high quality and rigorous formative and performance based assessments as part of quarterly standards based units.	ILT/ Teacher Teams	All	Literacy Coaches & Network ISL	Quarter 1	On-going		
Provide every classroom with high quality & complex instructional materials/resources that are aligned to standards and support differenciated learning.	Instructional Materials	All	Principal & Literacy Coaches	Quarter 1	On-going		
Every grade level team implements protocols for analyzing student work and assessment data on a bi-weekly basis during GL meetings to inform instruction.	ILT/ Teacher Teams	All	Grade Level Chairpersons	Quarter 1	On-going		
Every teacher participates in bi-weekly vertical planning to ensure alignment of standards and content instruction across grades and subject .	ILT/ Teacher Teams	All	Grade Level Chairpersons	Quarter 1	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Bilingual Program teachers will provide high quality English Language Development instruction for English Language Learners as part of an appropriate Bilingual Pathway that supports growth in the target language in order to increase proficiency from year to year.	With over 60% of our student population identified as English Language Learners, we must provide effective ELD instruction within the appropriate Bilingual Pathway in order to ensure high levels of English proficiency that will support students in keeping pace academically with their peers.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct observations of ELD instruction to plan for continued Professional Development needs of Bilingual Teachers based on trends observed.	Professional Development	English Language Learners	Principal & Bilingual Lead Coach	Quarter 1	Quarter 4		
Implement system for weekly monitoring of ELD lesson plans to ensure high fidelity implementation of program components.	Instruction	English Language Learners	Bilingual Lead Coach	Quarter 1	Quarter 4		
Conduct Peer Observations of ELD instruction to identify/share best practices and gather feedback on ELD teaching and learning to inform instruction.	Instruction	English Language Learners	Bilingual Lead Coach	Quarter 2	Quarter 4		
Implement bi-weekly meetings among ELD teachers to facilitate collaboration and support in planning instructional units/activities across proficiency levels and grade levels.	ILT/ Teacher Teams	English Language Learners	Bilingual Lead Coach	Quarter 1	On-going		
Identify and pilot ELD assessment tool aligned to quarterly goals that monitors students growth in English Language Acquistion	Instruction	English Language Learners	Bilingual Lead Coach & Network ISL	Quarter 3	Summer 2013		

Peter Cooper Elementary Dual Language Academy

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers and support staff will provide reading and/or math intervention/acceleration instruction for students as appropriate, based on beginning of year screener data for initial placement and on-going progress monitoring data for year-round flexible grouping, in order to individualize instruction to specific student needs.	Spring 2011 ISAT results show 42% / 63% of students are meeting state standards in reading/math respectively which indicates a target group of students require intervention support. Students meeting/exceeding standards would benefit from accelerated instruction in order to excel further. These classes, as part of the Full School Day, will support both populations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers analyze screener data at school opening in order to group students according to literacy levels/skill gaps in preparation for intervention/acceleration instruction.	Instruction	All	Grade Level Chairpersons & Intervention Coach	Quarter 1	Quarter 1		
Professional Development provided on implementing interv/accl instruction through scaffolding/Diff Instruction for all teachers.	Professional Development	All	Intervention/Rdg coaches	Summer 2012	Quarter 4		
Professional Development provided for all teachers by vendor on identified instructional materials/ program for intervention/acceleration.	Professional Development	All	Principal & Intervention Coach	Summer 2012	Quarter 1		
Design and implement weekly schedule for interv/accel program (Walking Reading) that links all teachers to an assigned student group.	Instruction	All	ILT & Intervention Coach	Summer 2012	On-going		
Develop & implement data collection/analysis protocol in 5 week cycles for intervention adjustments.	Instruction	All	Teachers & Intervention/Rdg coaches	Quarter 2	On-going		
All teachers receive professional development & coaching support on small group classroom interventions delivered by intervention/rdg coach	Professional Development	All	Intervention/Rdg Coaches	Quarter 2	Quarter 4		
Conduct quarterly teacher observations in all K-5 classrooms in order to provide feedback on classroom interventions.	Instruction	All	Intervention/Rdg Coaches	Quarter 2	On-going		
All teachers identify student growth goals in 5 week cycles and plan for instruction through targeted interventions.	Instruction	All	Teachers & Intervention/Rdg coaches	Quarter 1	On-going		
Design & implement quarterly PD for all parents on how to support interventions/acceleration at home	Parental Involvement	All	ILT & Intervention Coach	Quarter 1	Quarter 4		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Teachers will implement student engagement structures that develop Purposeful Accountable Talk (PAT) among students to increase the level/quality of analytical discussion and support higher level thinking.	FY 2012 implementation of this strategic lever has resulted in increased student-centered instruction as evidenced through learning cycle classroom visits. Basic discussion stems have enriched content conversations and future learning cycles will introduce advanced discussion stems that support reading comprehension and analysis.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continued Professional Development for all teachers on PAT Language Stems that promote engagement and high quality discussion.	Professional Development	All	Instructional Ldrshp Team	Quarter 1	On-going		
Design a school-wide quarterly implementation plan for grade-appropriate PAT structures to be utilized in grade bands.	Instruction	All	Grade Level Chairs & ILT	Quarter 1	Quarter 2		
Facilitate peer observations during instruction to identify/share best practices in PAT/engagement activities.	Professional Development	All	Classroom Tchrs & Rdg Coaches	Quarter 2	On-going		
Conduct quarterly classroom observations to monitor/evaluate implementation of PAT in literacy blocks and utilize data to inform PD needs for staff.	Instruction	All	Instructional Ldrshp Team	Quarter 2	On-going		
Design and implement parent PD on PAT structures and how to utilize PAT activities at home to increase level/quality of discussions.	Parental Involvement	All	Instructional Ldrshp Team	Quarter 2	Quarter 4		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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