Manuel Perez Elementary School

Pilsen-Little Village Elementary Network

1241 W 19th St Chicago, IL 60608

ISBE ID: 150162990252864

School ID: 609872

Oracle ID: 22861

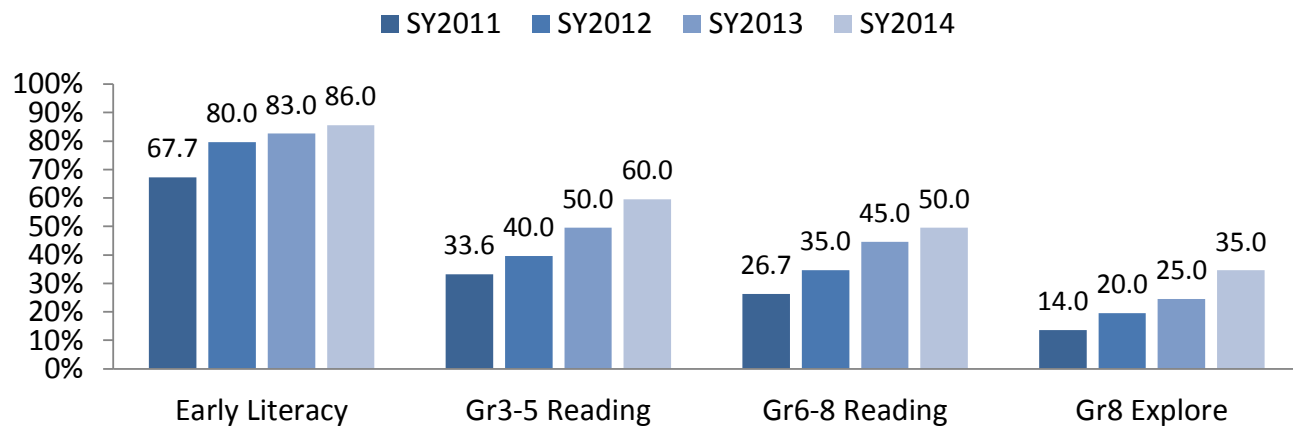CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The Perez School Community will provide and support a rigorous and comprehensive standards based curriculum, which emphasizes high quality instruction in all subject areas for all students. The integration of technology and the fine and performing arts will help us achieve our vision of preparing college bound and career ready global citizens. As citizens of a global society, the students will be leaders in the field of Science, Technology, Engineering and Mathematics.
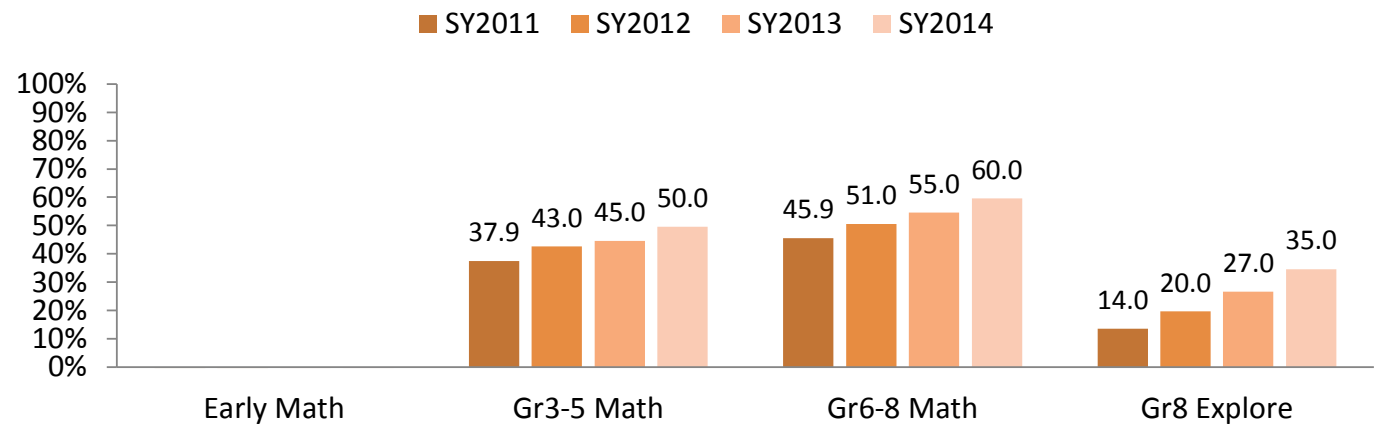
Strategic Priorities

1. Teachers will design, implement and evaluate high quality and rigorous literacy performance assessments and unit plans aligned to Common Core State Standards to ensure all students meet or exceed standards on growth assessments.

2. Teachers will strategically scaffold instruction through the implementation of balanced literacy model (mini lesson, GR, Writing about Reading) to ensure all students access to complex, grade-level appropriate texts and tasks.

3. Students targeted through RTI assessments will receive structured interventions (individualized instruction from the classroom teacher, small group instruction, and pull-out one to one tutoring) to raise achievement levels in Reading and Mathematics.

4. Teachers will implement ELL program to ensure that the English Language Learners(ELL) population increase English literacy skills.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	67.7	80.0	83.0	86.0
Gr3-5 Reading	33.6	40.0	50.0	60.0
Gr6-8 Reading	26.7	35.0	45.0	50.0
Gr8 Explore	14.0	20.0	25.0	35.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	37.9	43.0	45.0	50.0
Gr6-8 Math	45.9	51.0	55.0	60.0
Gr8 Explore	14.0	20.0	27.0	35.0

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:	Manuel Perez 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
Vicky Kleros	Principal
Angelilka Friedman	Lead/ Resource Teacher
Stefanie Harris	Counselor/Case Manager
Kay Hermanas	LSC Member
Angela Nassopoulos	Classroom Teacher
Linda DeGuzman	Classroom Teacher
Martha Williams	Lead/ Resource Teacher
Eden Munoz	Classroom Teacher
Mary Kull	Special Education Faculty
Francisca Galindo	ELL Teacher
Luisa Santoyo	Classroom Teacher
Lauren DiGuilio	Other

CIWP

2012-2014 Continuous Improvement Work Plan

Manuel Perez Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	67.7	80.0	83.0	86.0		**Early Math** % of students at Benchmark on mClass	NDA	NA	NA	NA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.6	40.0	50.0	60.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.9	43.0	45.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.1	64.0	66.0	68.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.3	64.0	66.0	68.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.7	35.0	45.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	45.9	51.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.8	56.0	60.0	63.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.8	74.0	75.0	76.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	14.0	20.0	25.0	35.0		**Explore - Math** % of students at college readiness benchmark	14.0	20.0	27.0	35.0

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	95.9	96.4	96.7	97.0	**Misconducts** Rate of Misconducts (any) per 100	7.3	5.0	5.0	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.2	74.0	80.0	85.0		**ISAT - Reading** % of students exceeding state standards	8.7	14.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.6	85.0	87.0	90.0		**ISAT - Mathematics** % of students exceeding state standards	14.7	20.0	25.0	30.0
ISAT - Science % of students meeting or exceeding state standards	72.0	77.0	85.0	90.0		**ISAT - Science** % of students exceeding state standards	4.9	8.0	16.0	21.0

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
	• 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.	The school's priorities are outlined in the Theory of Action plan. Our focus is on improving the Literacy skills of all students through analyzing data from DIBELS Progress Monitoring for Primary students and NWEA results for students in grades Kindergarten through eighth. Teachers at every grade level aggressively set goals for each student and individualize instruction by scaffolding lessons, leveled readers, and provide interventions when needed. This is to ensure student achievement levels are at the Meets or Exceeds level before students are promoted to the next grade. More emphasis need to be placed on career readiness at the	
	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 observations are done both formally and informally. Teachers receive feedback individually to determine goals and drives continuous improvement. Classroom observations are made on a daily basis to ensure quality instruction is continuous and always best practice. The ILT process needs to be adjusted to give more responsibility to teacher members. The administration and resource teachers have the majority of responsibility in implementing and monitoring goals. The vision needs to be clearer, and strategic feedback given to all staff in a timely manner.	

School Effectiveness Framework

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	Each teacher is invested in the success of the school through participation in Grade Level Team meetings, weekly RTI meetings, and some through ILT membership. However, teachers don't lead most of the Professional Development sessions, and sharing with the entire faculty is not always done after attending an outside PD session. Record keeping of meeting notes should be sent(emailed) to all staff to communicate ILT goals and activities. Additional protocol is needed for ILT meetings.	

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
Instructional Leadership Team (ILT)	-->		2
• 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	All grade levels and specialty staff are represented on the ILT including special education and bilingual education. The ILT analyzes student test data on a regular basis to help improve teaching and learning school-wide to determine Professional Development needs. We have held PD for Scaffolding lessons and Differentiated instruction to improve teaching and learning. Team members don't always get the opportunity to plan Professional Devlopment activities and share with grade level team members.	
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.	The school's priorities are outlined in the Theory of Action plan. Data Analysis is completed using the NWEA results which are available immediately following the assessment period. Internal Walk-Throughs are conducted, weekly RTI meetings held for grade level teams, Progress Monitoring in grades Kdg. -2nd in DIBELS. However, more time needs to be devoted to monitoring on a more	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Manuel Perez Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

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 2: Core Instruction	***Curriculum***	--->		**2**
	• 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.	Short and long term plans include supports for students with disabilities and ELLs to gain core content knowledge and skills through the EL Achieve program. The supports are in the form of common units of instruction aligned to the standards for bilingual classrooms with the monolingual grade level classrooms, providing time for Word Study to boost the literacy skills of all students but particularly for the advanced ELLs, and Response to Intervention(RTI) strategies to be implemented by support staff for targeted students. The school is in the process of Curriculum Mapping. Every grade level in the school hasn't developed common units of instruction aligned to standards. Most grade level partners do not pace skills at the same time. More texts are needed for ELLs.	
	Instructional materials	--->		**2**
	• 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).	Sets of grade level instructional materials that are aligned to standards are available primarily for grades Kindergarten through fourth for guided reading. A classroom is set up as a resource room with a wide variety guided reading materials in levels K-N available to all teachers. The school needs a variety of informational and non-fictional texts.	

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.

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
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.	School-wide assessment data is organized and available for immediate use after each assessment particularly the NWEA MAP assessment. Screening tools, benchmark, formative, and summative assessments are used to monitor student learning regularly. Teacher collaboration on assessment results takes place on a weekly basis to ensure all students receive accommodations, modifications, and/or interventions. There is no diagnostic assessment available for teacher use.	

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
Instruction	-->		**2**
• 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.	2.5 The level of Academic rigor has increased, however, in some classrooms the level of questioning is at level 2. Teachers use the DOK Wheel, and Scaffolded lessons are required. Students are told what the objectives are for lessons. Some teachers regurlarly use formative assessments during instruction to monitor student progress and check for understanding of student learning. Additional practice and Professional Devlopment is needed on the DOK Wheel, and on the use of low and high level questioning techniques that promote student thinking and learning. More focus is needed on English language learners to access more complex texts.	

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
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.	The school has a systematic approach in identifying students in need of interventions during weekly RTI meetings. Interventions include small group instruction, individualized instruction by the classroom teacher and one to one support outside the classroom by a pull out staff member. Need more systematic diagnostic screening for all grades, but particularly in the upper grades. The ILT doesn't monitor interventions.	
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.	Professional development is tightly aligned to the school's priority of improving literacy skills according to our Theory of Action Plan. Particularly on developing scaffolded lessons, small group instruction and guided reading. Guided Reading PD is shared and implemented in Grade Level Team meetings. There is not enough scheduled Professional Development throughout the year to support teachers implementing standards throughout the Cycle of Learning.	

Professional Learning

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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.	2.5 Grade Level Team meetings are held on a regular basis(weekly) with teachers and specialists attending. Teachers collaborate about assessment data and Progress Monitoring. Ownership is not built in, LLT basically leads the sessions. Protocols are not in place for meetings, i.e. if leader is absent meetings should be able to flow from start to finish. Protocols and norms for ILT, RTI and Grade Level Team meetings should include Review and positive statement from the previous meeting, and end with setting goals for the next meeting.	
	Instructional coaching	-->		**2**
	• 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.	El Achieve provides a lot of Peer coaching. Need more formal coaching and coaches. Formal support for all new teachers is not in place. There is a need for beginning teachers to have a mentor who provides quality feedback in addition to coaching.	

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 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	The school is implementing the CCSS which helps students get ready for college. Eighth grade students and parents attend Career Nights events. Only 14% of 8th grade students excel on the EXPLORE college ready assessment. Seventh and eighth grade students participate on the 12th District Youth Sub-Committee, and 6th-8th grade students on the newsletter team which gives them authentc leadership and student voice.	
	Relationships	-->		**3**
	• 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.	The school holds assemblies to celebrate the culture and home language of students through the Hispanic Heritage Month, Mexican Independence Day Parade, Black History Month celebrations, and through Chinese/Mandarin language classes and annual Festival. The Social Worker offers services to students in all classrooms through the Second Step and 7th grade Safe Dates programs. Students with disabilities are engaged in the school community through inclusion in academic programs such as working as tutors for younger students, and they also participate in after school programs. Teachers volunteer time in mornings to help students in need of support.	
	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.	3.5 The school-wide approach to student discipline is through the PBIS Panther Cash Incentives program. The school's tiered approach builds on positive behavior which results in very few office referrals. School-wide Homework Detention program School Uniform Code needs work in the Intermediate and Upper grades. Expectations and routines must be set for all classrooms at the beginning of the school year. Response to bad behavior must be done in a respectful way.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	**Expectations**	-->		**3**
	• 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.	The principal provides clear information for families on school performance through the annual open house, Local School Council meetings, a monthly calendar is distributed, updated school website, an orientation meeting is held for Middle School students, Parent reports are given for NWEA, ISAT, and DIBELS results. Kindergarten students are given sight word lists to take home to practice with parents to improve student achievement. The school needs to provide parents with a Quarterly Curriculum Map per grade level for parents school-wide.	
	Ongoing communication	-->		**3**
	• 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.	Ongoing two-way communication is done through home visits by security officers and Head Start program. Parent reports sent home for DIBELS, NWEA, ISAT, Sight Word packets in Kindergarten, and after school Music parent meetings let parents know how students are doing in school and how they can support their child's learning at home. Need to be pro-active in learning about difficulties students are	
	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.	The school offers various ways to provide a welcoming, non-threatening environment for the entire school community. Parents had the opportunity to participate in the Parent Fine Arts Assembly where they shared their talents with the school. School assemblies such as the upper grade annual play, Science Fair, and Literacy Night motivate families to become engaged. Parents take advantage of the Bilingual Parent Resource Center workshops presented during NCLB and BAC parent meetings. An annual Mexican Mother's Day luncheon is held. Parents organize and run the Local School Council Fund Raisers.	

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	-->		**4**
• 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.	The school staff conducts intensive outreach to families in need through home visits by Head Start teachers, school security officers, the dental and vision programs, and the Asthma Van are services provided for students. The school staff along with the alderman's office give turkeys and hams to needy families during the Thanksgiving and Christmas	
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.	Exposure to experiences and information necessary for students to make informed decisions about college and career is done through school sponsored College T-Shirt Day, three Career Day events held after school, 7th & 8th grade students complete a Career Interest Inventory, Supplies For Dream College Mentoring by students from	
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.	2.5 The school provides support for student performance through a rigorous academic program implemented through the use of the Common Core State Standards in all classrooms, an after school High School Algebra for Middle School Students class for 8th graders. Teachers generally talk about high school then college for higher performance.	
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.	A wide range of extracurricular and enrichment opportunities that build leadership, nurture talents, and interests while increasing engagement with the school include after school classes in music,	

N 6: College and Career Readiness Supports

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**	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students in the 8th grade participate in the EXPLORE college and career assessment each year. The NWEA MAP assessment promotes college and career readiness.	
	College & Career Admissions and Affordability	-->		**1**
	• 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.	N/A	
	Transitions	-->		**2**
	• 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.	2.5 Head Start students visit Kindergarten classrooms to help in transitioning. Parent orientation meeting held for students in 3rd, 6th, & 8th grade. Eighth grade students visit High Schools for shadowing. Additional transition activities needed for 3rd and 6th grade students. Sixth grade students need help in organization and note taking skills. These students need to visit 7th grade classrooms.	

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**
	• 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.	Funds are allocated to support school's priorities. There is a need to seek more outside opportunities for funding to expand programs to help meet student and staff needs.	
	Building a Team	-->		**3**
	• 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.	Teachers who have completed there final year of student teaching at the school have been hired. There has been no multistep interview process including classroom lesson demonstrations to assess a candidates expertise other than afforded through observations of student teachers.	
	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.	The Full School Day schedule will be implemented during the 2012-2013 School Year. Teachers are scheduled twice a week for collaboration. The Grade Level meetings are held each Tuesday, and the RTI meetings are held every Thursday to discuss and plan interventions for targeted students. In addition to classroom teachers providing structured interventions, a teacher assistant is assigned to provide interventions in the primary grades through out the day.	

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 Perez School Community will provide and support a rigorous and comprehensive standards based curriculum, which emphasizes high quality instruction in all subject areas for all students. The integration of technology and the fine and performing arts will help us achieve our vision of preparing college bound and career ready global citizens. As citizens of a global society, the students will be leaders in the field of Science, Technology, Engineering and Mathematics.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will design, implement and evaluate high quality and rigorous literacy performance assessments and unit plans aligned to Common Core State Standards to ensure all students meet or exceed standards on growth assessments.	The need for a more rigorous literacy curriculum is evident in the low performance of students in grades 3-8 on the Growth Assessment (Scantron/NWEA) during the 2010-2011 and 2011-2012 School Years. Only 30.1% of these students scored at or above grade level.
2	Teachers will strategically scaffold instruction through the implementation of balanced literacy model (mini lesson, GR, Writing about Reading) to ensure all students access to complex, grade-level appropriate texts and tasks.	According to the School Effectiveness Framework the rating evidencein Instruction is a 2. The ILT and Network learning walk data indicated that text/task complexity is at an average of 1.8/4 on the Depths of Knowledge Wheel. Learning walk data revealed ### classrooms were engaged in whole class instruction. 56% of students in grades 3-8 are reaching their growth targets, and 30.1% are at grade level on the growth assessment Scantron (NWEA MAP Reading assessment). Our early literacy data indicates 67.7% of Kdg.-2nd grade students meet the benchmark standards on DIBELS/IDEL
3	Students targeted through RTI assessments will receive structured interventions (individualized instruction from the classroom teacher, small group instruction, and pull-out one to one tutoring) to raise achievement levels in Reading and Mathematics.	The score for Interventions on the School Effectiveness Framework is a 2. Currently tier 3 students are receiving daily pull-out interventions in grades K-3 using the Phonics Strategic Intervention Diagnostic, DIBELS/IDEL and NWEA data. There is no diagnostic assessments for students in grades 4-8. There is no consistent time in schedule for interventions and/or enrichment, There lacks a consistent, structured time to talk about Tier 3 student progress.

4	Teachers will implement ELL program to ensure that the English Language Learners(ELL) population increase English literacy skills.	School lacks clear pathway from grade to grade by which ELL students can reach english proficiency. (time allotment) According to ISAT 63% of our ELL students meet and exceed in Reading and 74% of our Non-ELL students meet or exceed in reading. While 74% of our non ELL students meet/exceed according to ISAT, 63% of our ELL students meet/exceed, indiciating an 11% achievement gap.
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
Teachers will design, implement and evaluate high quality and rigorous literacy performance assessments and unit plans aligned to Common Core State Standards to ensure all students meet or exceed standards on growth assessments.	The need for a more rigorous literacy curriculum is evident in the low performance of students in grades 3-8 on the Growth Assessment (Scantron/NWEA) during the 2010-2011 and 2011-2012 School Years. Only 30.1% of these students scored at or above grade level.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
11 Reading and 2 Math teachers attend Understanding by Design professional development to design unit plans based on CCSS	Professional Development	All	Classroom Teachers	Summer 2012	Summer 2012		
Teachers attending summer UBD training provide professional devleopment and support during summer planning PD	Professional Development	All	Classroom Teachers	Summer 2012	Summer 2012		
Teachers attending summer UBD provide ongoing support and unit planning to grade level clusters	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Professional Development for implementing Common Core State Standards aligned literacy instruction by ILT to each grade level or band	Instruction	All	Instructional Leadership Team	Quarter 1	On-going		
Teachers will design and use performance assessments to assess CCSS	Instruction	All	Classroom Teachers	Summer 2012	On-going		
Teachers will continue unpacking CCSS.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Design and assess coherent unit plans using UBD model	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Each grade level will have access to instructional materials aligned to the standards including informational texts in social studies and science.	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Apprise parents of grade level expectations through literacy and math and science night	Parental Involvement	all	Classroom Teachers	Quarter 1	Quarter 1		
Use Word Generation academic vocabulary curriculum for exposure to informational texts, and improve writing and reading	Instructional Materials	all	Classroom Teachers	Quarter 1	Quarter 4		

Strategic Priority 1

CIWP

2012-2014 Continuous Improvement Work Plan

Manuel Perez Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Teachers will strategically scaffold instruction through the implementation of balanced literacy model (mini lesson, GR, Writing about Reading) to ensure all students access to complex, grade-level appropriate texts and tasks.	According to the School Effectiveness Framework the rating evidencein Instruction is a 2. The ILT and Network learning walk data indicated that text/task complexity is at an average of 1.8/4 on the Depths of Knowledge Wheel. Learning walk data revealed ### classrooms were engaged in whole class instruction. 56% of students in grades 3-8 are reaching their growth targets, and 30.1% are at grade level on the growth

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monitor lesson plans, and instruction to ensure the continued focus on a balanced literacy curriculum	Instruction	All	Classroom Teachers, ILT	Quarter 1	Summer 2013		
Professional development for guided reading	Professional Development	All	Instructional Leadership Team	Quarter 1	Summer 2013		
Gain common understanding of Depths of Knowledge (DOK) Wheel through Learning Walks	Instruction	All	Instructional Leadership Team	Quarter 1	Quarter 2		
Provide videos for teachers to view questioning, tast complexity, and levels of thinking.	Professional Development	All	Instructional Leadership Team	Quarter 1	On-going		
Select, assess and pilot Informational texts to address text complexity that will be used to infuse with Social Studies texts to create unit plans and also to address acceleration.	Instruction	All	Classroom Teachers and ILT	Quarter 2	On-going		
Purchase leveled readers for every grade level	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
NWEA Data Analysis Sessions to determine students who are in need of small group instruction and targeted for RTI.	After School/ Extended Day	All	teacher teams	Quarter 1	Quarter 4		
Teachers will use data anaylsis to inform instruction, group students and modify lessons	Instruction	all	teacher teams	Quarter 1	Quarter 4		
Professional devleopment on REACH framework to all staff	Professional Development	All	principal	Summer 2012	Summer 2012		
Provide opportunities for parents to discuss and analyze student reading levels and growth.	Parental Involvement	all	Classroom Teachers	Quarter 1	Quarter 4		

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
Students targeted through RTI assessments will receive structured interventions (individualized instruction from the classroom teacher, small group instruction, and pull-out one to one tutoring) to raise achievement levels in Reading and Mathematics.	The score for Interventions on the School Effectiveness Framework is a 2. Currently tier 3 students are receiving daily pull-out interventions in grades K-3 using the Phonics Strategic Intervention Diagnostic, DIBELS/IDEL and NWEA data. There is no diagnostic assessments for students in grades 4-8. There is no consistent time in schedule for interventions and/or enrichment, There lacks a consistent, structured time to talk about Tier 3

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers attend summer professional development on Universal Design for Learning	Instruction	All	classroom Teachers	Summer 2012	Summer 2012		
Professional development on Differentiated instruction and Universal Design of Learning (UDL)	Professional Development	All	ILT	Quarter 1	On-going		
Pull-Out resources will provide interventions for Tier 3 that will include: small group instruction in-class and push-out support provided by the classroom teacher and specialists.	Instruction	Other student group	ILT	Quarter 1	On-going		
General Ed. will collaborate weekly with Special Ed. Teachers as a resource for developing modifications and lesson plans for targeted students.	Instruction	Other student group	ILT	Quarter 1	On-going		
Data anaylsis will be conducted to determine students in need of interventions.	Instruction	All	ILT	Quarter 1	On-going		
Use PSI, AIMSWEB, and Intervention Central.org as resources for providing appropriate interventions.	Instructional Materials	All	Classroom Teachers/ILT	Quarter 1	On-going		
Use BASS Diagnostic Assessment for students to determine level of need	Instruction	All	ILT	Quarter 1	On-going		
Specials teachers push-in to provide small group internventions on a daily basis	Instruction	all	classroom Teachers	Quarter 1	Quarter 4		
Design, create and implement structured intervention/acceleration block	Instruction	all	classroom Teachers	Quarter 1	Quarter 4		

Strategic Priority 3

CIWP

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 ELL program to ensure that the English Language Learners(ELL) population increase English literacy skills.	School lacks clear pathway from grade to grade by which ELL students can reach english proficiency. (time allotment) According to ISAT 63% of our ELL students meet and exceed in Reading and 74% of our Non-ELL students meet or exceed in reading. While 74% of our non ELL students meet/exceed according to ISAT, 63% of our ELL students meet/exceed, indiciating an 11% achievement gap.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement structured ELD block using E L Achieve	Instruction	English Language Learners	Bil. Classroom Teachers	Quarter 1	On-going		
Select and implement a model for ELL instruction in the school.	Instruction	English Language Learners	ILT	Quarter 1	Quarter 2		
Create common ELD block allowing for walking ELD block according to level Interventions for ELLs who ready to move on to English will be placed in higher grade for ELD Grammar Block.	Instruction	English Language Learners	Bil. Classroom Teachers/ILT	Quarter 1	On-going		
Select, assess and pilot Spanish leveled readers to address text complexity for English Language Learners.	Instructional Materials	English Language Learners	ILT	Quarter 1	On-going		

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