



2012-2014 Continuous Improvement Work Plan

Stephen Decatur Classical Elementary School

Ravenswood-Ridge Elementary Network
7030 N Sacramento Ave Chicago, IL 60645
ISBE ID: 150162990252805
School ID: 609880
Oracle ID: 29031



Mission Statement

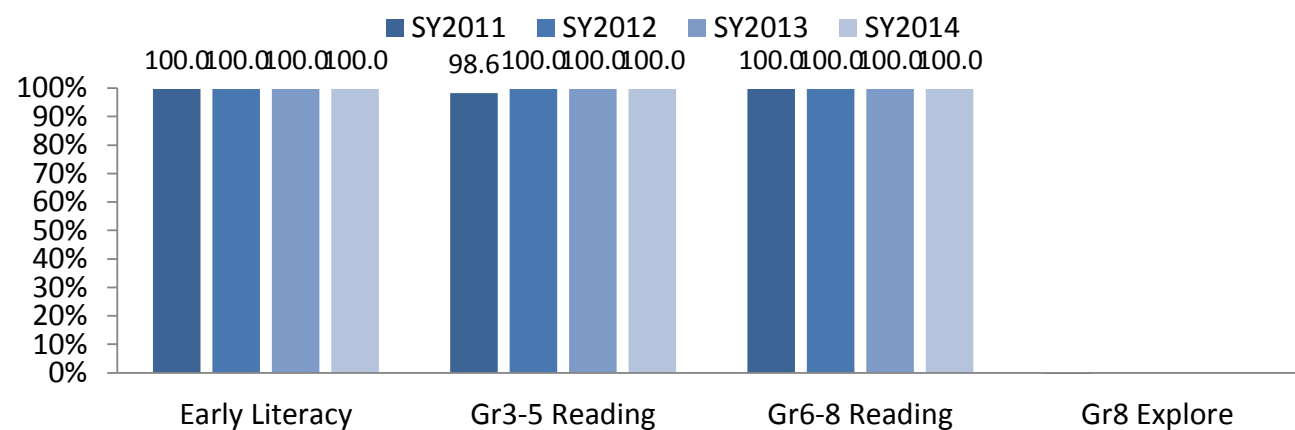
The Decatur Classical School learning community helps all students assume responsibility, feel self-confident and worthy. Our challenging curriculum allows students to become critical thinkers and problem solvers. Individual differences are valued, respected and used as a resource for learning. The ultimate goal is to unlock within each student the ability to think, to create, to freely express and apply ideas that will help all students achieve their fullest potential, thus, build a better future.

Strategic Priorities

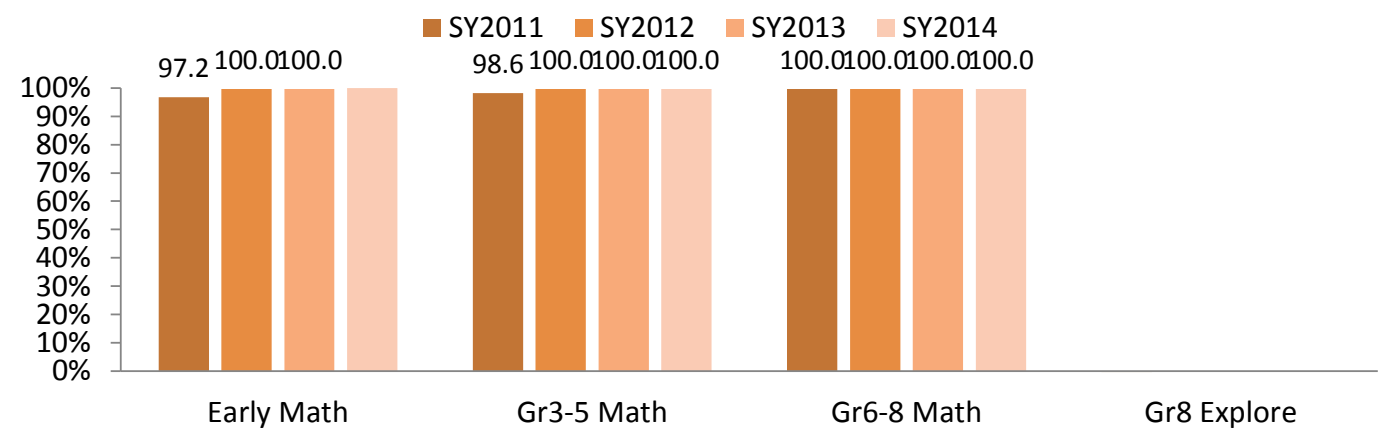
1. Teachers deliver CCSS aligned literacy and math instruction, as well as the core curriculum, supported by high quality, texts, materials, supplies technology, and any other identified resources.
2. Teachers engage in high quality professional development aligned to the school goals, and district and state standards (CCSS), during CPS allocated time and beyond the school day.
3. Decatur Classical School uses fine arts external partners (visual arts and dance) to strengthen the curriculum.
4. Decatur Classical School partners with the JCC to strengthen the PE program to accommodate the restrictions of the physical space.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Stephen Decatur Classical 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
Susan J. Kukielka	Principal
Kim Jockl	Assistant Principal
Nancy Jorbin	LSC Member
Theresa Ludlow	LSC Member
Jill Martensen	Parent/ Guardian
B. Allegretti, K. Askounis, A. Cohen, E. Cole, A. Coleman, H. Rocen, M. Sharping, C. Wachenheimer	Classroom Teacher
J. Ellis, I. Falevits	Special Education Faculty
A. Albert, C. Chun, N. Cohen, S. Melnicoff	Lead/ Resource Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	100.0	100.0	100.0	100.0		Early Math % of students at Benchmark on mClass	97.2	100.0	100.0	1100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	98.6	100.0	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	98.6	100.0	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.7	56.7	62.7	68.7		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.3	67.3	73.3	79.3
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	78.6	81.6	84.6	87.6		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.1	54.1	60.1	66.1
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	97.2	98.2	99.2					
					Misconducts Rate of Misconducts (any) per 100	2.8	2.6	2.4	2.2

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	100.0	100.0	100.0	100.0		ISAT - Reading % of students exceeding state standards	93.6	94.6	95.6	96.6
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Mathematics % of students exceeding state standards	93.6	94.6	95.6	96.6
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Science % of students exceeding state standards	88.1	89.1	90.1	90.1

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> School created clear, measurable goals and a Theory of Action based on: <ul style="list-style-type: none"> -SIPAAA (2010-2012) Year 2 -ISAT Scores: <ul style="list-style-type: none"> Meets - All Subjects: 100% of students Exceeds: Reading 93.65%/Math 93.6%/Science 88.1% -Dibels Data: 100% of students at Benchmark -Scantron Results -Classroom Performance -Parent input School Administration met with Chief Network Officer reviewing goals For Effective Leaders, Decatur Classical School received a score of 99 on the <i>My School My Voice Survey</i>. 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Professional learning is organized through whole staff development and is linked to spiraled curriculum (based on the ISBE Standards) and shifted to the Common Core State Standards. Principal monitors instructional practices through lesson plans, formal and informal observations. Principal and Asst. Principal schedule and attend grade level meetings maintaining ongoing communication regarding student achievement. Principal and Asst. Principal respond to individual and group parent concerns as needed. Principal and Asst. Principal attend LSC and PTA meetings, where a monthly report regarding school-wide activities, including achievements and assessments, is presented as part of the regular agenda. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> •All teachers participate in school leadership in one or more areas including but not limited to: <ul style="list-style-type: none"> -Team Meeting lead -ILT Team -RTI Team -Curriculum Development -Curriculum Event Lead Teacher (ie, Spelling Bee, Science Fairs, History Fair, etc.) -Lead Bilingual Teacher -Data Team -CIWP Team -Extraordinary Student Support (before & after school, during lunch and preps) -Combined Charities & UNCF Chairs -Union Representative -PTA Representative -LSC Representatives -Teacher Pension Representative •All teachers participate in the decision making process •Staff development is all shared and all-inclusive 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> Since Decatur Classical School has a total of 17.5 teaching positions (this includes all classroom and ancillary staff members), our ILT consists of all teachers leading professional development, analyzing student test data, and facilitating two-way communication at different times. Teacher teams meet formally every other week and informally on a daily basis, to discuss student achievement using available data which includes but is not limited to: <ul style="list-style-type: none"> -teacher created assessments -student schedules -Scantron and Dibels data -parent and student input Teachers, along with the administration, have attended CPS CCSS (Common Core State Standards) Professional Development For Collaborative Teachers, Decatur Classical School received a score of 99 on the <i>My Voice My School Teacher Survey</i>. 	<p>4</p>
<p>Monitoring and adjusting -----></p>			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> In order for all students to be successful in the classroom, data for district assessments is analyzed by all teachers, at the school and classroom levels, typically when new data is available. 100% of teachers adjust instructional practices, differentiating content, process, pacing, the learning environment and the use of ongoing assessment. 	<p>3</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Each grade level has a year-long scope and sequence based on the Illinois Standards, which currently is the foundation of the school's curriculum. The school is shifting its focus to the Common Core State Standards. 100% of the students are taught a minimum of one year above grade level. Each grade level uses common units of instruction. Each grade level aligns weights in gradebook and rubrics used for assessments. Short and long terms plans include supports necessary to ensure that 100% of the students are able to gain core content knowledge and skills. For Ambitious Instruction, Decatur Classical School received a score of 99 on the <i>My Voice My School Survey</i>. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level has a set of current instructional materials. Differentiated materials are available for use by 100% of the students, including Study Island and Kids College. Students have access to extensive school library and supportive classroom libraries. 100% of the students use <i>Scholastic Magazine/ Weekly Reader</i> for curriculum support. Supplemental materials are added as indicated by curriculum and student needs. Technology is available to all students through: Computer Lab, iPad Cart, Lap top Cart, Smartboards and although outdated, computers in the classroom. 5% of the students' instructional week in spent in the computer lab. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • School wide data is available to all teachers. • Each grade level administers the required district assessments. • Teacher assessments include but are not limited to: discussions, observations, projects, quizzes, tests, student work, student responses, performance tasks and participation. • Assessments are used to determine knowledge mastery, provide information on program effectiveness, and targets for improvement. • Assessment accommodations are in place as indicated by IEPs. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teachers communicate objectives, directions and procedures, as well as the relevance of learning. • 100% of the teachers use various instructional strategies incorporating differentiated instruction for acquisition, generalization and maintenance of skills, that promote student thinking and understanding. • 100% of the students engage in cooperating learning activities and independent studies resulting in increased time on-task and higher student achievement. • Teachers regularly use formative assessment to monitor student progress during instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	<p>Intervention</p> <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The school follows procedural steps for identifying students who are in need of academic interventions (Parent or teacher request; information collection; parent notification; problem solve; develop plan; evaluate plan). Interventions include but are not limited to small group instruction; inclusion with teacher specialist; and additional supports as identified by the intervention team. Interventions are monitored by the teachers and adjusted as needed. Teachers monitor district assessments to identify students at risk. Grade 6 students act as student tutors in math and Latin, for all grades. 	
	----->			2
Professional Learning	<p>Whole staff professional development</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Whole staff professional development occurs regularly and is aligned to CPS priorities. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet on a regular basis, collaborating on curriculum, student supports and long term planning. Teachers and specials meet approximately every 5 weeks to discuss progress-monitoring data for students receiving interventions. Teacher teams are inclusive of general education, special education, and ancillary teachers. Administrative often joins team meetings and is available as needed. Administration requires team attendance and meeting minutes. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Coaching takes place through informal associations. Formal support for new teachers comes from grade level, subject and peer teachers. Professional development decisions are left to the initiative/discretion of the teachers and administration. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Every staff member reinforces expectations for all students to aspire to college and career-ready standards. Every student has opportunities for authentic leadership and student voice through the Student Congress. 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> The school creates an atmosphere of respect among and towards students. The school helps students and staff form productive and respectful relationships , which will in turn, help improve academic achievement. Students with disabilities are fully engaged in the school community. Student diversity is embraced and celebrated (International Night and PTA Founders' Day Luncheon). 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> The school has a consistent school-wide approach to student discipline that is based on the Student Code of Code. Formal and Informal Behavioral Intervention Plans are used as needed. School consistently communicates with parents regarding discipline matters. The school enforces policies and procedures, such as the school safety plan and parent handbook, to help ensure an environment that is safe and conducive to learning. Character Ed Program in grades 3 - 6 promotes positive behavior. For Safety, Decatur Classical School received a score of 99 on the <i>My Voice, My School</i> survey. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides information for families on school performance. Parent Handbook is distributed at the beginning of the year. Teachers set clear expectations at the beginning of the year Open House (98% parent attendance). School hosts a 7th grade fair for all families. School participates in the CPS Options for Knowledge School Fair. For Supportive Environment, Decatur Classical School received a score of 99 on the <i>My Voice My School Survey</i>. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Teachers and other school staff engage in regular two-way communication with families in the following ways: <ul style="list-style-type: none"> -Assignment Notebooks for all students -Tuesday Take-home (distribution day for handouts) -Parent Portal -Active PTA and LSC (regular monthly meetings) -Parent / Teacher Conferences as needed -Paper and On-line Calendar -School's Website -email and/or phone communication 	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> School staff provides frequent opportunities for families to participate in the school community not limited to the following: <ul style="list-style-type: none"> -Library volunteers -Science Olympiad -Field Trips -Book Swap volunteers -Chess Club -Student Performances -PTA Sponsored Activities (Jog-a-thon & Fundraiser) -Open classroom exhibits: Science Fair, History Fair, Black History Fair, Dinosaur Exhibit, Art Institute Project. -Evening Events: Back-to-School Round-up, Halloween Party, Primary Science and Dance Nights -Report Card Conferences In addition, to field trip volunteers, 128 parents volunteered throughout the year giving an average of 20 hours each to the school For Involved Families, the school received a score of 99 on the <i>My Voice My School Survey</i>. 	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School conducts required services to students within the school building, during and after school hours. The school supports all families as needed (ie., STLS; family illness; family tragedy, including loss of family members, loss of jobs, loss of home, etc.) 	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> The school provides ongoing experiences necessary to make informed decisions when selecting a college or career that connects to academic preparation. Examples include but are not limited to: Science Fairs, History Fair, Fine Arts field trips, Latin Olympics, Certamen, Physical Fitness Testing, school-wide performances, guest speakers (ie, 6th grade law day), Young Authors & Battle of the Books, Tech lab & Science lab. 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation and performance in their college and career aspirations and goals through a rigorous academic program (currently based on the Illinois State Standards and transitioning to the Common Core Standards) access to information and opportunities. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Extracurricular activities exist but are limited in scope (Science Olympiad, Battle of the Books, Chess Club, Music House, Little Linguists, Chicago Children's Choir, Latin Olympics, Certamen) due to budget and space constraints. 		

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 ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The school promotes preparation, participation and performance in college and career assessments through opportunities such as Northwestern Universities Midwest Academic Talent Search, the National Mythology Exam, the National Latin Exam, and the Exploratory Latin Exam</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<ul style="list-style-type: none"> Does not apply due to the fact that Decatur Classical School is a Kindergarten through Grade 6 program. 	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> The school works to ensure effective transitions at each grade level, and from 6th to 7th grade. Kindergarten-Grade 3--Self Contained with Specials Grade 4--Partial Departmental with Specials Grades 5 and 6--Full Departmental with Specials 	

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 ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School works closely with PTA and LSC to actively pursue outside funding and community partnerships to help meet student and staff needs. School resources are used for all student support. 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Hiring is conducted when a vacancy is identified. School actively works to build a pool of potential staff members through student-teacher experiences. A multistep hiring process includes resume review, interview by administration, interview by teacher committee, including LSC representation, and a writing prompt to assess candidate expertise, philosophy and commitment. 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> School designs a schedule based on student needs and school-wide goals. The school schedule allows for regular teacher collaboration. Struggling students receive intervention at the discretion of the teacher and parents, during core courses, before and after school and during lunch, based on teacher's schedule and availability. 	

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 Decatur Classical School learning community helps all students assume responsibility, feel self-confident and worthy. Our challenging curriculum allows students to become critical thinkers and problem solvers. Individual differences are valued, respected and used as a resource for learning. The ultimate goal is to unlock within each student the ability to think, to create, to freely express and apply ideas that will help all students achieve their fullest potential, thus, build a better future.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver CCSS aligned literacy and math instruction, as well as the core curriculum, supported by high quality, texts, materials, supplies technology, and any other identified resources.	We need to continue to implement a rigorous literacy and mathematics, as well as the core curriculum, aligned to the CCSS. The goal is to prepare students for careers and college. In order for full implementation, high quality texts, materials, supplies and access to current technological tools are needed.
2	Teachers engage in high quality professional development aligned to the school goals, and district and state standards (CCSS), during CPS allocated time and beyond the school day.	Professional development is an on-going activity where teachers add to their knowledge base and specialized skills that affect their teaching methodologies, curriculum (CCSS) and student-centered considerations. With more time and choices for professional development, students will have the highest quality teachers instructing and guiding them towards career and college readiness.
3	Decatur Classical School uses fine arts external partners (visual arts and dance) to strengthen the curriculum.	Fine arts is important and is based on the belief that the arts have intrinsic, cognitive and enduring values for our students. In addition to regular music, students are exposed to dance, visual and performing arts. These activities incorporate discipline and knowledge, as well as attainment of mastery.
4	Decatur Classical School partners with the JCC to strengthen the PE program to accommodate the restrictions of the physical space.	Physical education is important because regular physical activity provides opportunities for self-expression, team building and problem solving which promotes lifetime wellness. Due to our limited space, Decatur rents space at the JCC for optimal PE experiences during the winter months.
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 deliver CCSS aligned literacy and math instruction, as well as the core curriculum, supported by high quality, texts, materials, supplies technology, and any other identified resources.	We need to continue to implement a rigorous literacy and mathematics, as well as the core curriculum, aligned to the CCSS. The goal is to prepare students for careers and college. In order for full implementation, high quality texts, materials , supplies and access to current technological tools are needed.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
At each grade level, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental fiction and nonfiction texts.	Instructional Materials	All	Teachers / Administration	On-going	On-going		
Each grade band will conduct an audit of software programs, including applications for Ipads and computer programs, and invest in upgrading current programs and in new programs.	Equipment/ Technology	All	Teachers / Administration	On-going	On-going		
Conduct an internal audit of grade level online textbooks and support materials provided by vendors. Upgrade current materials if available, and include in future purchases.	Instructional Materials	All	Teachers / Administration	On-going	On-going		
Purchase materials and supplies as necessary to support current and new programs.	Supplies	All	Teachers / Administration	On-going	On-going		
Support current and new programs that supplement the curriculum with special projects and activities including but not limited to field trips, performances and participation in local and national events.	Other	All	Teachers / Administration	On-going	On-going		
Support current programs by purchasing a Teacher Assistant II who works with teachers ensuring that students get the most out of the instructional setting.	Staffing	All	Administration	On-going	On-going		



Strategic Priority 2



Strategic Priority 3

