CIWP

2012-2014 Continuous Improvement Work Plan

William C Goudy Elementary School

Ravenswood-Ridge Elementary Network

5120 N Winthrop Ave Chicago, IL 60640

ISBE ID: 150162990252223

School ID: 609945

Oracle ID: 23371

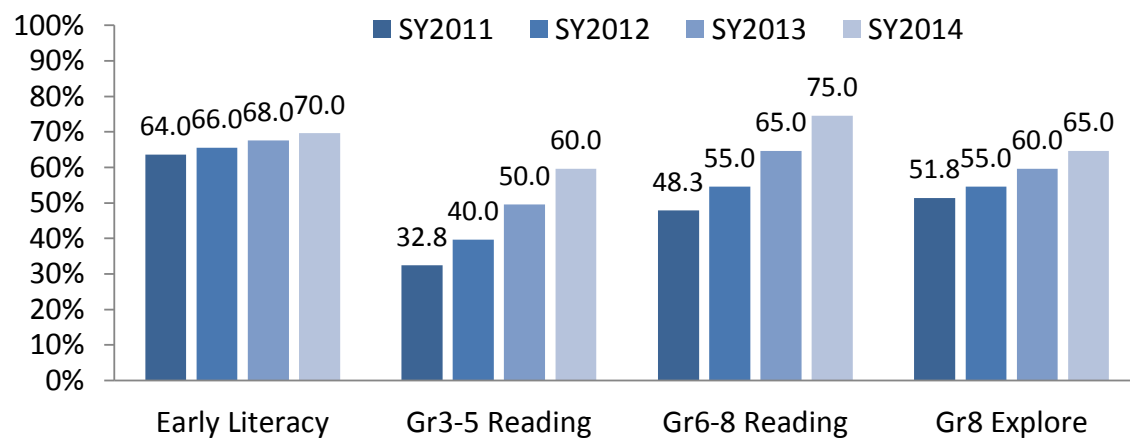CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Mission:

We, the stakeholders of Goudy School, are committed to fostering a culture that focuses on respect, responsibility, and a sense of belonging in a safe and supportive environment for all students. Within our rigorous curriculum, we are implementing differentiated and data-driven instruction that ensures our students are college and career ready. As a magnet cluster, we are striving to equip all students with technological capabilities that will promote academic growth and development. We are committed to ensuring that all children, including English Language Learners, students with disabilities, and the academically gifted, are afforded the opportunities to reach their full
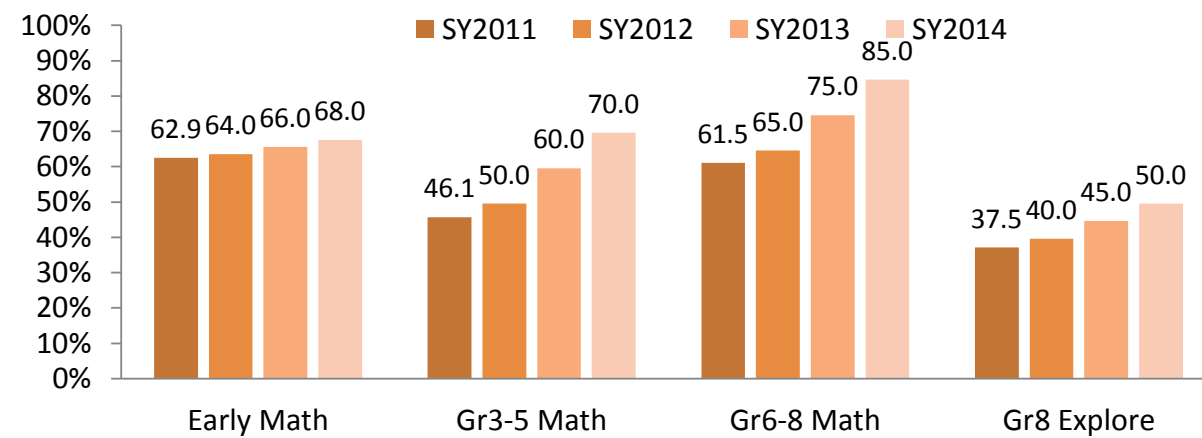
Strategic Priorities

1. Teachers deliver Common Core aligned literacy instruction supported by high quality texts and additional materials for sustained silent reading.

2. Teachers deliver Common Core aligned mathematics instruction supported by instructional materials.

3. Teachers deliver innovative technology integration aligned to the National Education Technology Standards (NETS).

4. Teachers differentiate instruction to support the academic, linguistic, and social needs of English Language Learners.

5. Teachers differentiate instruction to support academic, behavior, and social needs of students with disabilities through Response through Intervention (RtI).

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	64.0	66.0	68.0	70.0
Gr3-5 Reading	32.8	40.0	50.0	60.0
Gr6-8 Reading	48.3	55.0	65.0	75.0
Gr8 Explore	51.8	55.0	60.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	62.9	64.0	66.0	68.0
Gr3-5 Math	46.1	50.0	60.0	70.0
Gr6-8 Math	61.5	65.0	75.0	85.0
Gr8 Explore	37.5	40.0	45.0	50.0

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:	William C Goudy 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
Pamela Brandt	Principal
Lillian Lazu	Assistant Principal
Bill Yeh	Classroom Teacher
Stephen Tow	Lead/ Resource Teacher
Susan McInerney	Special Education Faculty
Betsy Guiragossian	Classroom Teacher
Calvin Ross	LSC Member
Kathy McCormack	Classroom Teacher
Wesley Leverenz	Classroom Teacher
Christopher Gordon	Classroom Teacher
Ahn Le	Classroom Teacher
Charlie Ehrhard	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.0	66.0	68.0	70.0	**Early Math** % of students at Benchmark on mClass	62.9	64.0	66.0	68.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.8	40.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	46.1	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.5	60.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.5	65.0	75.0	85.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.3	55.0	65.0	75.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	61.5	65.0	75.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	65.0	75.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	65.6	70.0	80.0	90.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	51.8	55.0	60.0	65.0	**Explore - Math** % of students at college readiness benchmark	37.5	40.0	45.0	50.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	97.0	97.5	98.0	**Misconducts** Rate of Misconducts (any) per 100	6.0	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	73.8	78.8	83.8	88.8		**ISAT - Reading** % of students exceeding state standards	23.5	26.5	29.5	32.5
ISAT - Mathematics % of students meeting or exceeding state standards	82.4	85.4	88.4	91.4		**ISAT - Mathematics** % of students exceeding state standards	30.7	33.7	36.7	39.7
ISAT - Science % of students meeting or exceeding state standards	74.7	79.7	84.7	89.7		**ISAT - Science** % of students exceeding state standards	10.4	15.4	20.4	25.4

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.	* Established a 7 month long primary after-school program for students in grades K-2nd. Students were chosen based on DIBELS/mClass BOY and MOY results. *The school has established a clear theory of action with clearly defined SMART goals. * Differentiated reading and math software was purchased for students across grade levels. * Classroom libraries were enhanced and time was increased for self-selected independent reading. * PLCs concentrated on professional literature regarding the benefits of allowing students time to read self-selected texts.	
	Principal Leadership	-->		**4**
	• 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.	* Professional learning is organized through whole staff development and is linked to the school vision of incorporating technology to enhance instruction, becoming familiar with CCSS, and providing extended reading opportunities for students. * Principal provides feedback on instructional practices for teacher evaluations using the Charlotte Danielson Framework. * Principal developed Problem of Practice and Theory of Action with Instructional Leadership Team. * Principal shares school information and data regularly via LSC meetings, PAC meetings, monthly calendars, and school website. * PD was tailored internally to meet teacher needs. * School shared best practice (technology and ILT) with schools within the Network.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**4**
• 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	* ILT Team composed of grade-level teacher representatives * Grade team leader * Numerous school committees * Technology mentor teachers * Primary reading coach * Athletic and academic coaches * Family liason * Bilingual lead * Union representative * Grant writing team * Student teacher mentors * Teacher led PD at venues outside of the school * Each teacher equally contributes to school/grade/course related issues.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	* The ILT is composed of teacher representatives from each grade level and ancillary staff members. * The ILT meets periodically to improve teaching and learning school-wide. * The ILT members are tasked with leading their own grade-level meetings where ILT goals and objectives are disseminated. * The ILT leads the work of improving teaching and learning school-wide. * The ILT analyzes qualitative and quantitative data (DIBELS. mClass, Scantron, Study Island, MyACCESS, Achieve 3000, student writing samples, etc) to monitor the implementation of the school's plan and make adjustments accordingly.	
Monitoring and adjusting	-->		**2**
• 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.	* Data for district assessments are analyzed at the school level when new reports are made available. Representatives from Scantron, Achieve 3000, and DIBELS/TRC have visited the school to work with staff to analyze data and recommend appropriate instructional adjustments.	

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Typical School	Effective School	Evidence	Evaluation
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.	* Each grade level employs instructional materials that help to set scope and sequence throughout the school year. * Most grade levels develops/uses common units of instruction aligned to the Illinois Learning Standards. * A variety of sources such as classroom libraries, online applications/software, leveled readers, etc. are utilized to engage all students at grade-appropriate levels of textual complexity. * Special Education and Bilingual Teachers develop and promote both short and long term plans to support students with disabilities and ELLs to gain core content knowledge and skills.	
Instructional materials	--->		**3**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	* Each grade level has instructional materials that are aligned with the current Illinois Learning Standards. * All students including ones with disabilities and varying language proficiency levels have access to numerous technology based instructional materials.	

DIMENSION 2: Core Instruction

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	* Assessment data is available to the staff immediately upon release. * Each grade level employs a comprehensive set of screening, diagnostic, benchmark, formative, and summative assessments to frequently monitor student learning. * Students are asssessed through a variety of methods that align with the standards being taught. * Students with disabilities and ELLs are provided with accommodations and modifications as needed. * Students complete a variety of performance assessment tasks.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	* Teachers communicate to students the learning objectives, directions, procedures, and relevance of the lesson being taught. * Teachers purposefully sequence and align standards-based objectives to ensure student mastery of learning standards. * Teachers are adept at scaffolding instruction to meet the needs of all students. * Teachers regularly use formative assessments during instruction to monitor student progress and check for understanding of student learning. * Teachers use a variety of questioning techniques that promote student thinking and understanding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	* School provides intervention such as in-class, small group instruction, push-in support, one on one support, and before/after-school tutoring. * The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	* School-wide staff development occurs regularly and are aligned to the school's priorities. * Internal PD is conducted by teacher leaders who present areas of expertise. * PD objectives are reflected and implemented in classroom practice.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	* Teachers meet regularly with agendas focused on planning, professional development, data analysis and weekly instruction. * Teachers and specialists meet periodically to discuss progress monitoring data. * Teams are inclusive of general education, special education, bilingual teachers and other specialists. * ILT members regularly report back to their grade level teams to share/gather information.	
	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.	* Coaching takes place at the primary level through part-time reading specialist. * Peer observation and cross-classroom visitation happens occasionally, but is not an integral part of the school's plan for professional learning (YET!). * PD is tailored to teacher needs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture* -->			3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	* Most staff members reinforce school expectations for all students to aspire to college and career-readiness standards. * 4th through 8th grade students participate in the Student Council which promotes student leadership and contribution.	
	Relationships -->			4
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	* 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, includng both physical and social integration. * Students' classroom experiences demonstrate value of home language and culture.	
	Behavior& Safety -->			4
	• 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.	* Staff establishes and maintains a safe, welcoming school environment. * School strictly adheres to the CPS Code of Conduct as the school-wide approach to student discipline.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations*	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	* Principal shared SY2011 School Report, Theory of Action, and Problem of Practice to LSC and parents on school performance and accurately explained the information. * Teachers provide clear information for families on what students are expected to achieve in a given grade level and examples of what meeting the standards looks like. * School proactively provides information and assistance to parents with regards to school choice such as high school applications and information.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	* Communication between school staff and parents take place via phone calls, e-mails, letters, Parent Portal, and school website.	
	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.	* School has a welcoming and non-threatening environment. * Principal works closely with the Alderman and Organization of the North East to empower and motivate families and community to become engaged. * School regularly holds events such as Family Reading and Technology Nights, International Day, Rock Band Concert, etc. to engage parents in school activities. *School hosts monthly Reader's Friday program that promotes literacy through read-alouds by members of the community.	

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.	* School staff conducts outreach to families in need of specialized support through working closely with social service agencies such as C-4 Counseling, Refugee One, Keepin' It REAL, DARE, and Ceasefire.	
	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.	* 5th-8th Grade students are exposed on a daily basis to Channel One News where college and career opportunities are regularly promoted.	
	Academic Planning	-->		**3**
	• 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.	* 8th Grade students participate in the EXPLORE Test where they complete an interest inventory that will help to determine possible career paths.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• 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.	* School actively exposes students to a variety of enrichment and extracurricular opportunities such as Robotics, Chess, Book Clubs, Fine Arts, Athletic, SES, and Before/After School Tutoring.	

(left vertical heading) **6: College and Career Readiness Supports**

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**2012-2014 Continuous
Improvement Work Plan**

William C Goudy Elementary School

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	* 8th Grade students participate in the EXPLORE Test where they complete an interest inventory that will help to determine possible career paths.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	* 8th Grade students are encouraged to participate in High School Investigation Days.	

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**
	• 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.	* School allocates discretionary spending to align with identified needs and strategic priorities (technology, smaller class sizes, positions, etc.). * School currently has relationships with 4 Plus 1 Soccer, Chicago Cares, Chicago Bulls, Breakers Senior Living Center, Kiwanis Club, Chicago Bar Association, Constitutional Rights Foundation, University of Illinois Alumni Association, 48th Ward Alderman and are actively pursuing other opportunities to help meet student and staff needs. * School maintains focus on use of resources for the student	
	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.	* Hiring occurs at the school after student needs, staff capacity, and scheduling priorities are carefully assessed. * School actively partners with high ranking universities such as Northwestern, Indiana University, Loyola, and Columbia College to bring in talented student teachers. * School has a multistep interview process includes a protocol for questioning to assess candidate expertise, philosophy, and commitment. * Interview teams are assembled to include the needed combination of knowledge and expertise.	
	Use of Time	-->		**4**
	• 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.	* School designs a schedule customized to meet student needs and school-wide growth goals. * School schedule is designed for teachers to have four common collaboration periods per week with their team members. * Struggling students receive structured intervention in before/after school tutoring sessions.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Mission:

We, the stakeholders of Goudy School, are committed to fostering a culture that focuses on respect, responsibility, and a sense of belonging in a safe and supportive environment for all students. Within our rigorous curriculum, we are implementing differentiated and data-driven instruction that ensures our students are college and career ready. As a magnet cluster, we are striving to equip all students with technological capabilities that will promote academic growth and development. We are committed to ensuring that all children, including English Language Learners, students with disabilities, and the academically gifted, are afforded the opportunities to reach their full potential in preparation to meet the challenges of the 21st century.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned literacy instruction supported by high quality texts and additional materials for sustained silent reading.	The percentage of students meeting and exceeding state standards have flatlined over the last three years, indicating a need to implement a more rigorous literacy curriculum that challenges our students to develop higher order thinking skills.
2	Teachers deliver Common Core aligned mathematics instruction supported by instructional materials.	We have a need to implement a mathematics curriculum that will reflect the CCSS and will continue our upward growth trends.
3	Teachers deliver innovative technology integration aligned to the National Education Technology Standards (NETS).	As a technology magnet cluster school, we are committed to intergrating technology to enhance instruction and equip our students with 21st century skills and aptitudes.
4	Teachers differentiate instruction to support the academic, linguistic, and social needs of English Language Learners.	With our diverse student population composed of over 29 different languages spoken, there exists a critical need to acclimate English Language Learners academically, linguistically and socially.
5	Teachers differentiate instruction to support academic, behavior, and social needs of students with disabilities through Response through Intervention (RtI).	Based on our score of a "2" in intervention on the SEF, there is a need to improve our intervention methods to ensure all students are able to grow academically, socially, and emotionally.

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 Common Core aligned literacy instruction supported by high quality texts and additional materials for sustained silent reading.	The percentage of students meeting and exceeding state standards have flatlined over the last three years, indicating a need to implement a more rigorous literacy curriculum that challenges our students to develop higher order thinking skills.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band.	Professional Development	All	R.R. Network & Teacher leaders	Summer 2012	Summer 2013		
In each classroom, conduct an audit of existing texts aligned to the CCSS and invest in supplemental nonfiction text (paper and digital)	Instructional Materials	All	Teacher Teams	Summer 2012	Summer 2013		
Action research of literacy instructional strategies aligned to the CCSS to be conducted and reflected upon weekly.	Instruction	All	Teacher Teams	Quarter 1	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned mathematics instruction supported by instructional materials.	We have a need to implement a mathematics curriculum that will reflect the CCSS and will continue our upward growth trends.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned mathematics instruction delivered by teacher leaders to each grade band.	Instruction	All	R.R. Network & Teacher leaders	Summer 2012	On-going		
In each classroom, conduct an audit of existing texts aligned to the CCSS and invest in supplemental materials.	Instructional Materials	All	Teacher Teams	Summer 2012	On-going		
Action research of mathematics instructional strategies aligned to the CCSS to be conducted and reflected upon weekly.	Instruction	All	Teacher Teams	Summer 2012	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers deliver innovative technology integration aligned to the National Education Technology Standards (NETS).	As a technology magnet cluster school, we are committed to intergrating technology to enhance instruction and equip our students with 21st century skills and aptitudes.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a scope and sequence that describes digital skills sets students should acquire in each grade level to ensure that the goals of the National Education Technology Standards (NETS) are being met.	Instruction	All	Teacher Teams Mr. Tow Ms. Filip	Quarter 1	On-going		
Professional development for integrating and utilizing technology tools.	Instruction	All	Teacher Teams Mr. Tow Ms. Filip	Quarter 1	On-going		
Expanding our technology resources to reach more students.	Equipment/ Technology	All	Mr. Tow Ms. Filip	Summer 2012	On-going		
Creation of primary engineering lab.	Equipment/ Technology	All	Lead Teachers	Summer 2012	On-going		
Upgrading hardware infrastructure.	Equipment/ Technology	All	Mr. Tow	Summer 2012	On-going		

Strategic Priority 3

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2012-2014 Continuous Improvement Work Plan

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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 differentiate instruction to support the academic, linguistic, and social needs of English Language Learners.	With our diverse student population composed of over 29 different languages spoken, there exists a critical need to acclimate English Language Learners academically, linguistically and socially.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Creation of after school ESL classes.	After School/ Extended Day	English Language Learners	Bilingual Coordinator	Summer 2012			
Develop a newcomer assessment to gauge the language proficiency level of the student.	Instruction	English Language Learners	Bilingual Coordinator	Summer 2012			
Offer additional support and resources to ELL students who are struggling with language acquisition.	Instruction	English Language Learners	Bilingual Coordinator	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
Teachers differentiate instruction to support academic, behavior, and social needs of students with disabilities through Response through Intervention (RtI).	Based on our score of a "2" in intervention on the SEF, there is a need to improve our intervention methods to ensure all students are able to grow academically, socially, and emotionally.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase books on intervention strategies.	Instruction	Students With Disabilities					
Professional development to establish norms and procedures for RtI.	Other	Students With Disabilities					
Purchase additional resources for students who struggle academically, emotionally, and socially.	Instruction	Students With Disabilities					

Strategic Priority 5