



2012-2014 Continuous Improvement Work Plan

Sharon Christa McAuliffe Elementary School

Fullerton Elementary Network
1841 N Springfield Ave Chicago, IL 60647
ISBE ID: 150162990252877
School ID: 609968
Oracle ID: 23551



Mission Statement

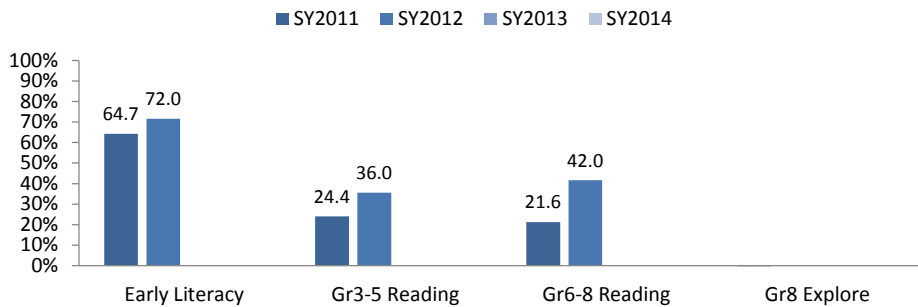
At McAuliffe School in collaboration with parents and community, seeks to provide a safe and learning environment with established structures in place to promote strong character development and high academic expectations.

Strategic Priorities

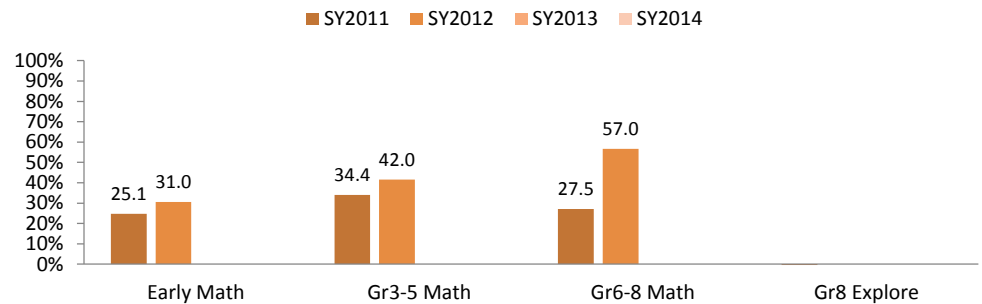
- 1. Provide targeted reading instruction to K-6th students at the current student's reading level in small group.
2. Effective Math instruction to enable students improve problem solving performance in mathematics.
3. Promote the development of responsible and respectful citizens, PreK-6, who become productive and responsible citizens in our society.

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:	Sharon Christa McAuliffe 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
Maria Luisa Gonzalez	Principal
Akima White	Assistant Principal
Linnette Claudio	Lead/ Resource Teacher
Jessica Lopez-Rosario	Lead/ Resource Teacher
Tiffany McManus	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	64.7	72.0				Early Math % of students at Benchmark on mClass	25.1	31.0		
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.4	36.0				Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.4	42.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.5	44.0				Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.1	65.0		
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.6	42.0				Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.5	57.0		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.7	65.0				Keeping Pace - Math % of students making growth targets on Scantron/NWEA	37.5	60.0		
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	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.9	95.0			Misconducts Rate of Misconducts (any) per 100	14.2	11.0		

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	60.1	65.0			ISAT - Reading % of students exceeding state standards	11.0	15.0		
ISAT - Mathematics % of students meeting or exceeding state standards	71.6	75.0			ISAT - Mathematics % of students exceeding state standards	10.4	14.0		
ISAT - Science % of students meeting or exceeding state standards	58.2	68.0			ISAT - Science % of students exceeding state standards	4.5	10.0		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>This school year McAuliffe used last year's data to establish clear and measurable student goals in the area of reading. Over 85% of the student body reads below grade level. Our primary goal is to ensure that all children are reading at grade level by second grade in order to close the achievement gap before students approach benchmark grades. The theory of action clearly focuses on changing the role of the student in the instructional process by increasing the level and complexity of context and text, by supporting the and skill development of educators.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal evaluates student learning using a variety of techniques and sources of information. Uses school and student data to create programs and activities that serve students needs and support the curriculum. Communicates and demonstrates a clear vision for improving the school. Regularly reviews and communicates expectations of teacher practice and performance. Principal meets with families through NCLB/BAC meetings and when requested by families to to address/inform about updates and or concerns. Currently small number of families attend parent meetings or school events.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each grade level has a teacher leader representing the grade as a unified voice to communicate and support the targeted area of instruction. In addition, auxiliary teachers form part of the ILT such as Bilingual Lead teacher, Technology teacher, and Reading Interventionist/Specialist. This school year teachers had an opportunity to sign up or apply to various committees or teams in order to build an equity of voice throughout the school such as ILT, wellness, bilingual lead, and PBIS.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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 	<p>ILT's and teacher's knowledge and skill development is supported during professional development, professional readings, grade level discussions about best practice in order to build a common practice and language for instructional practice.</p>	
Monitoring and adjusting ----->			
<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. 	<p>District data is analyzed first by principal and assistant principal. Then one on one meetings are scheduled with teacher to further discuss data and set goals, next at grade level team meeting grade level trends are identified in order to plan for next instructional steps.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each grade level receives a monthly unit calendar in language arts that specifies the teaching point for each day. The unit calendars are based upon the Fountas & Pinnell (F & P) framework for an effective reader’s workshop model. The ILT is working diligently to align all language arts unit calendars to CCSS and will begin developing curriculum maps for the remaining core subject areas and align them to CCSS. Each grade K – 6 implements common units for language arts. Beginning 2012 – 2013 school year, each grade level will implement common units that are aligned to CCSS. The CCSS aligned curriculum maps will be used for planning, preparation and writing lesson plans for all core subjects moving forward. Teachers have collected individual student data based on their performance on F & P diagnostic quarterly assessments; and from the collection of data teachers have placed individual students in their appropriate performance level and group (each quarter, the groups change based on improvement assessments). Students are grouped according</p>	
	Instructional materials ----->			2
	<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). 	<p>We are increasing and improving our selection of books for classroom libraries, as well as for guided reading time. Each classroom has been equipped with high quality, at and above grade leveled text for students to access for learning and independent reading. Every classroom (PreK – 6) has a classroom library that has books labeled and organized by genre and categories. Each student has an Everyday Math text and journal for math instruction in the classroom and reinforcement at home. Teachers have access to the school’s bookroom to retrieve leveled text for guided reading lessons</p>	
<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. 	<p>ILT members and every teacher is provided with school wide data on a regular basis. During ILT meetings the team analyzes in particular the reading data to assess reading level progress overtime. Each teacher has immediate access to data such Dibels/Idels, Scantron, and Fountas & Pinnell data through computerized system. At grade level data is analyzed and discussed to focus on trends and defining next instructional steps per student. The principal and assistant principal provides an item analysis of standards tested on Scantron in order to plan for instruction. In the reading area 3rd-5th has begun to administer informal assessment to gather data on reading comprehension teaching objectives. Fountas & Pinnell, Dibels, Idels are administered one on one, Scantron and ISAT are administered in whole group. Special Education students are provided with accommodations as described in students' IEP. ELL students are provided with language accommodations as mandated by the state of Illinois.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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. 	<p>Each teacher submits a detailed lesson plan for their read-aloud lesson every Monday morning. Teachers have been routinely trained to explicitly communicate the teaching point for the lesson and to continually refer to the teaching point throughout the lesson. The teaching point is given in the unit calendar; but teachers have the autonomy to develop the most creative way to deliver the teaching point so that students have a clear understanding and recognize its relevance to the lesson and prior knowledge.</p> <p>Teachers develop their questioning technique prior to the delivery of the lesson. Teachers have undergone professional development on how to develop questions (supported by Bloom’s Taxonomy) that encourage students to use their higher order thinking skills. Teachers are also able to use their questioning technique during F & P assessment in Fall, Winter & Spring.</p> <p>The teaching point that is provided in the unit calendar is the stem teachers develop their objectives from for their lessons. Teachers are currently using the ILS to align teaching points to standards.</p> <p>The detailed lesson that each teacher submits for each lesson for</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<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. 	<p>One way that students are being identified is through the F & P assessments administered 3 times a year. The assessments will communicate areas of growth in language arts for students and the data will help teachers group students for intervention purposes. For math, students were grouped based on Fall 2011 math Scantron skill level data and those groups of students were given skill based interventions during small group "guided math" instruction. Diagnostic assessments are administered within the first 2 weeks of school. That data is used to determine a more accurate picture of the level of students for grouping and planning. The diagnostic assessment at the beginning of the year determines deficiencies; and throughout the quarter and school year, skills are addressed and assessed. Grade level teams are undergoing the beginning stages of cycles of inquiry where they plan, implement, assess and reflect. We have a SpEd team of 5 teachers and a case manager</p>	

Professional Learning	Whole staff professional development ----->			2
	<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. 	<p>One way that students are being identified is through the F & P assessments administered 3 times a year. The assessments will communicate areas of growth in language arts for students and the data will help teachers group students for intervention purposes. For math, students were grouped based on Fall 2011 math Scantron skill level data and those groups of students were given skill based interventions during small group "guided math" instruction. Diagnostic assessments are administered within the first 2 weeks of school. That data is used to determine a more accurate picture of the level of students for grouping and planning. The diagnostic assessment at the beginning of the year determines deficiencies; and</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<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. 	<p>Each member on each grade level has 3 coordinated meetings a week: 1 for TIA, 1 principal directed and 1 team day. Currently, teachers meet to discuss and triangulate data from F & P and Scantron quarterly. Each teacher is given their individual student data to make comparisons, conjectures and action plans for teacher and student achievement. During the meetings, the team discuss and reflect on the data.</p> <p>Classroom teachers share the available data with SpEd teachers. Scantron, Dibels, etc. is shared with SpEd teachers. SpEd teachers are able to access their students’ results in Scantron immediately after students have completed the assessment. Teachers are encouraged to take a look at individual students together and develop action plans for how they are going to work together to move students forward towards higher performance.</p> <p>Grade level teams consist of GenEd, SpEd and bilingual teachers. We are establishing an inclusive culture that embraces adult learning.</p>	
	Instructional coaching ----->			1
	<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. 	<p>The principal and assistant principal provide coaching to teachers using a measurement tool that identifies areas of growth in instruction, school environment, professional and personal standards, and professional responsibilities. The administration is visiting classrooms and providing teachers with quality feedback daily.</p> <p>We are working on developing a plan of action to induct new teachers into the school community. We will establish teacher mentors who will be charged with supporting new teachers around classroom management, planning and preparation of rigorous lessons, and the cycle of inquiry.</p> <p>As a grade level team, teachers are able to communicate to the administration areas of growth as a grade level that is centered on the goals of the school. Suggested professional development opportunities are welcomed. Each teacher is provided with</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>We are a PreK – 6 school We are a PreK – 6 school With the new implementation of PBIS for the 2012-2013 school year, we expect to have more student voice and authentic leadership behaviors around the school. The PBIS team is beginning to meet bi-weekly to collaborate on the best approach for implementing PBIS so that all teachers, staff, students and community members understand and enforce the expectations and requirements in order for PBIS to work.</p>	
	Relationships ----->			1
	<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. 	<p>There are a number of teachers who go above and beyond their call of duty to ensure all students have a pleasant and meaningful elementary school experience. We have teachers who come before school and stays after school to provide students with additional supports where appropriate. The school has a strong partnership with the local community organization LSNA, and they also provide programs for our students before and after school. Our school struggles with respectful behaviors from both adults and students. The inconsistency in responses to disrespectful behaviors is where PBIS will benefit our school community. PBIS will train and coach both adults and students on positive behaviors that will result in an improved culture and climate with respectful relationships. We plan to include all students, even those with disabilities, in the</p>	
Behavior & Safety ----->			1	

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Typical School	Effective School	Evidence	Evaluation
<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. 	<p>Discipline issues are handled according to CPS Student Code of Conduct booklet provided by the district. Students are provided conferences with teacher and/or administration and parents for misconducts. Where appropriate, students are provided with a corrective/positive behavior plan for improving and preventing recurrence of misconducts. Misconducts are handled at the classroom level (between the teacher, student and parent/guardian) unless attention is needed by the administration for detention and/or suspension. For 2012-2013 school year, we will implement</p>	

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		Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->				2
	<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. 	Principal provides parents with a monthly newsletter to inform families of current events, accomplishments and school/district updates. Parents also received school data information communicating the current performance status. Teachers have provided parents with the revised grading scale for reading, expectations and benchmark results throughout the school year.		
	Ongoing communication ----->				2
	<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. 	School and family communication is provided through school and teachers' newsletters. Most of the communication regarding student progress takes place during report card pick up and when progress reports are sent home. The primary grade teachers mostly communicate student progress and expectations with parents.		
Bonding ----->				2	

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
DIMEI	<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. 	<p>McAuliffe School community is striving to strengthen a professional environment conducive to learning. Parents are welcome to get involved in the learning process of their child's education by setting up an appointment with the teacher. The school has a partnership with Logan Square Neighborhood Association (LSNA) which enables parents to serve as tutors in classrooms and support the learning. This school year McAuliffe held a Family fitness night, movie night, parent orientation sessions, Early literacy parent meetings for K & 1st grade with great success.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	McAuliffe School staff, including teachers, clinicians, administrators participate in specialized support within school building clinicians, tutors and programs during the school day. McAuliffe administration works directly with central office to request specialized support.	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	McAuliffe is a Prek- 6th school and information about college choices does not apply.	
Academic Planning ----->			1	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	McAuliffe is a Prek- 6th school and information about college choices does not apply. Our 6th graders are highly encouraged to apply to selective enrollment high schools.		
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. 	McAuliffe has an active partnership with LSNA-Logan Square Neighborhood Association which provides a number of enrichment activities and extracurricular engagement for students and adults. The activities are as follow for students in grades k-6: sports(soccer,		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	We are a PreK – 6 school- does not apply.	
	College & Career Admissions and Affordability ----->			1
	<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. 	We are a PreK – 6 school- does not apply.	
Transitions ----->			1	
	<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. 	McAuliffe currently provides families with an open house and this school year families participated with an orientation per grade level, where parents had the opportunity to visit their child's teacher and receive information about the grade level expectations.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<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. 	<p>Fundraiser events have been established to raise funds for sports equipment in effort to support student recess- Fitness Family Night. Additional fundraiser funds such taffy apple, valentine's sale, popsicle, and incentives have been designated to support gradelevel events/student recognition. Discretionary funds are currently aligned to support student supplies such leveled books for instruction, classroom libraries, office and school supplies (copiers, paper, classroom supplies. Several teachers have been awarded various grants (Boundless Readers/Chicago Teacher Small Grants, and Donors Choose, which have provided oportunities for teacher s</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is currently conducted in various steps. An analysis of the vacancy and student need (academically and socially). Interviews consist of a team of administrators, teachers , and para professional when applicable. For specific vacancies teachers are invited to participate in group sessions to learn about the candidate's strengththen and weaknesses as a team player and educational practice. Once finalists are selected after review expected goals and completion of a rubric, finalist candidates them move to a third session to either model a lesson and/or visit the school, interact with community, or meet with one on one staff member.</p>	
	Use of Time ----->			2

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
<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. 	<p>McAuliffe has an instructional schedule to meet the needs of each grade level including special education and ELL studnets. Interventions are porvided during the instructional schedule time which interrupts regular instruction in the classroom. Teacher collaboration is limited as we currently have an average of 37 minutes for team meetings duirng staff preparation periods. Teachers have five common preparation periods where one is designated for targeted instrucion in the area of reading and one meeting is for general grade level curriculum discussion.</p>	

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

At McAuliffe School in collaboration with parents and community, seeks to provide a safe and learning environment with established structures in place to promote strong character development and high academic expectations.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide targeted reading instruction to K-6th students at the current student's reading level in small group.	Our students in K-6 read below grade level. By providing targeted reading instruction to construct meaning from text, across the curriculum as measured by selected system-wide assessments and selected local assessments.
2	Effective Math instruction to enable students improve problem solving performance in mathematics.	We have the need to foster student's ability to understand the problem, apply appropriate problem solving strategies, and interpret and communicate the results, across the curriculum as measured by selected system-wide and local assessments.
3	Promote the development of responsible and respectful citizens, PreK-6, who become productive and responsible citizens in our society.	We want to increase positive student behavior as well as a safe and positive community. With a rate of 14.2% of misconducts including suspensions we will need to implement a positive behavior program such PBIS to decreases the reported discipline incidents and provide teacher support in the classroom and school-wide staff.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide targeted reading instruction to K-6th students at the current student's reading level in small group.	Our students in K-6 read below grade level. By providing targeted reading instruction to construct meaning from text, across the curriculum as measured by selected system-wide assessments and selected local assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration of Fountas & Pinnell Assessment in K-6th to obtain reading level.	Instruction	All	Teachers	Quarter 1			
K-2 will also administer Dibels/Idels to gather phonemic proficiency overtime.	Instruction	All	Teachers	Quarter 1			
Provide interventions Tier 1 and 2 in the classroom based on data	Instruction	All	Principal/AP, Teacher and interventionist	On-going			
3rd-6th will administer district assessment three times a year to assess reading comprehension overtime.	Instruction	All	Teachers	Quarter 1			
Improve the quality and variety of leveled books in the bookroom to support small group instruction.	Instructional Materials	All	Principal	Summer 2012			
Establish reading interventions for Tier 2 and 3 outside of the classroom.	Instructional Materials	Other student group	Principal/AP, Teacher and interventionist	Quarter 1			
Continue to build quality of classroom libraries in K-6th	Instructional Materials	All	Principal	Summer 2012			
Provide aligned reading instruction with CCSS and content areas	Instructional Materials	All	Teachers	On-going			
Provide interactive read aloud instruction aligned to a comprehension strategy.	Instruction	All	Teachers	On-going			
Professional development on NWEA.	Professional Development	All	Principal/ AP, district	Summer 2012			
Professional development on read alouds and strategies.	Professional Development	All	Principal/AP, ILT and interventionist	Quarter 1			
Professional development on guided reading and interventions targeted by reading levels.	Professional Development	All	Principal/AP, ILT and interventionist	Quarter 1			
Professional development on Fountas & Pinnell and using data.	Professional Development	All	Principal/AP, ILT and interventionist	Quarter 1			
Weekly grade level meetings to address targeted instruction	ILT/ Teacher Teams	All	Principal/AP, ILT/teachers	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
Effective Math instruction to enable students improve problem solving performance in mathematics.	We have the need to foster student's ability to understand the problem, apply appropriate problem solving strategies, and interpret and communicate the results, across the curriculum as measured by selected system-wide and local assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Classroom teachers will teach and model the Steps to Problem Solving process to improve problem solving a minimum of twice a month.	Instruction	All	Teachers, Principal and Assistant Principal	Summer 2012			
Classroom teachers will guide students to practice the steps to problem solving process a minimum of twice a month and provide descriptive feedback. Students in K will solve problems quarterly.	Instruction	All	Teachers, Principal and Assistant Principal	Quarter 1			
Students will self-assess their progress in problem solving a minimum of twice a month with teacher feedback.	Instruction	All	Teachers, Principal and Assistant Principal	Quarter 1			
Classroom teachers and students will utilize various technologies and software to promote problem solving across the curriculum.	Equipment/Technology	All	Teachers, Principal and Assistant Principal	Quarter 1			



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
Promote the development of responsible and respectful citizens, PreK-6, who become productive and responsible citizens in our society.	We want to increase positive student behavior as well as a safe and positive community. With a rate of 14.2% of misconducts including suspensions we will need to implement a positive behavior program such PBIS to decreases the reported discipline incidents and provide teacher support in the classroom and school-wide staff.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilization of the PBIS structure to analyze student behavior, as well as the climate perceptions of students, staff, and parents.	Other	All	PBIS Team, staff, students and staff	On-going			
Implementation of the Character Education and its actions that design and implement school-wide proactive culture building activities.	Instruction	All	PBIS Team	Quarter 1			
Implement regular school wide community building and character focused activities, including a complimentary action.	Other	All	PBIS Team, staff, students and staff	Summer 2012			
Analyze student behavior and survey information and data about school climate.	Other	All	PBIS Team	On-going			

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

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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