



2012-2014 Continuous Improvement Work Plan

Louis Nettelhorst Elementary School

Ravenswood-Ridge Elementary Network

3252 N Broadway St Chicago, IL 60657

ISBE ID: 150162990252370

School ID: 610094

Oracle ID: 24661



Mission Statement

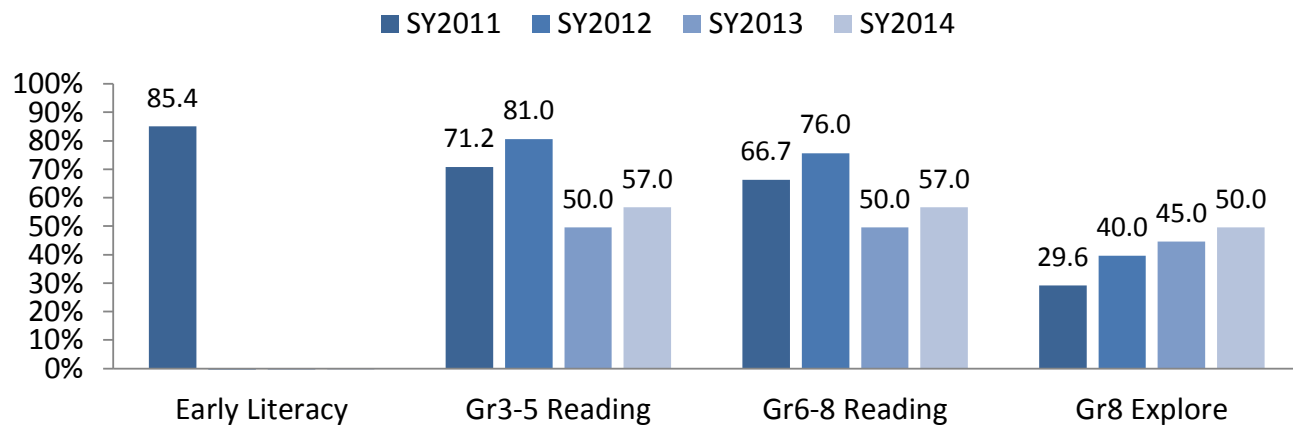
The Nettelhorst School, in collaboration with all stakeholders, provides each student with a personalized education in a safe, healthy, and supportive environment. Students become creative and critical thinkers, who use ideas and information effectively. The Nettelhorst community prepares all students to succeed in a global society by integrating all curricular areas, with an emphasis on the fine and performing arts. We embrace multiculturalism, social responsibility, and personal accountability with the goal of all students, including students with special needs and English language learners, achieving success in high school and their chosen career path.

Strategic Priorities

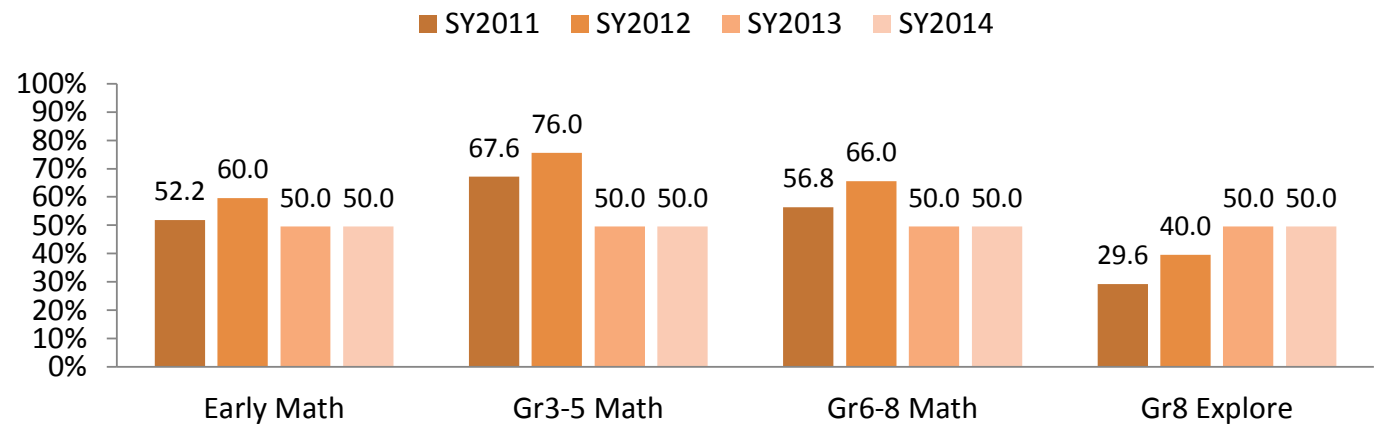
1. Integrate literacy within all content areas through inquiry-based learning strategies
2. Increase integration of technology within all content areas to promote use of intervention software, simulations, models, video conferencing, virtual manipulation, problem based learning, STEM activities and to access a wide variety of high quality texts.
3. Increase student demonstration of understanding, application, analysis, and creation in math performance tasks, products, and assessment as outlined in the core standards.
4. Continue to support development of fine arts programs in the areas of visual arts, dramatic arts, and music by increasing integration within the curriculum.
5. Enhance and improve the culture and climate of Nettelhorst Elementary School through social events and increased opportunities for student involvement.

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:	Louis Nettelhorst 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
Cindy Wulbert	Principal
Melody Murphy	Assistant Principal
Angela Sims	Other
Chuck Brewster	Special Education Faculty
Stacey Shroyer	LSC Member
Nan McCormack	Community Member
Angela Blough	Classroom Teacher
Laura Berger- April	ELL Teacher
Arnold Davis	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	85.4	DNA	DNA	DNA		Early Math % of students at Benchmark on mClass	52.2	60.0	50.0	50.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	71.2	81.0	50.0	57.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	67.6	76.0	50.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.6	66.0	50.0	57.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.4	56.0	50.0	50.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	66.7	76.0	50.0	57.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.8	66.0	50.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.0	56.0	50.0	57.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.1	50.0	50.0	50.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	29.6	40.0	45.0	50.0		Explore - Math % of students at college readiness benchmark	29.6	40.0	50.0	50.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	97.0	97.0					
Misconducts Rate of Misconducts (any) per 100	5.3	4.0	2.0	2.0					

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	87.5	90.0	93.0	95.0		ISAT - Reading % of students exceeding state standards	42.4	47.0	52.0	59.0
ISAT - Mathematics % of students meeting or exceeding state standards	90.9	93.0	95.0	97.0		ISAT - Mathematics % of students exceeding state standards	38.2	43.0	50.0	57.0
ISAT - Science % of students meeting or exceeding state standards	85.2	88.0	90.0	93.0		ISAT - Science % of students exceeding state standards	17.6	23.0	30.0	37.0

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 ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Data management team monitors growth and concerns School focus of rigor and good questioning set by administration Effective goal of narrowing the achievement gap through implementation of RTI Theory of action is constantly revisited 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Administration meets with teacher teams weekly to engage in conversations Administration is available for families and community members and hosts meetings and sends weekly emails Honest communication from administration 	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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 - 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 	<p>Teachers serve on various committees</p> <p>Teacher-led PD</p> <p>Instructional Leadership Teams (Instruction Focus Team and Performance Management Team)</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 meets bi-monthly and provides feedback to grade level Minutes and information from ILT meetings are shared to entire staff</p> <p>ILT is represented by diverse group of members including representation from all grade levels and from SPED</p> <p>Performance Management team of the ILT reviews school data and identifies areas of focus and creates teacher teams to improve student performance</p> <p>Working on plan of making work more transparent to all members with all information in on place (such as an intranet)</p>	3
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>Data management team monitors school data and aligns work to school wide focus. For example, the data team analyzed math meets and exceeds during 2010-2011. As a result of the analysis, the Performance Management team worked with the math committee to create binders which targeted geometry and measurement. This resulted in an increase from 87.6% to 91.8% for 2011-2012. Proposed plans for 2012-2013 add student evaluations of teachers on a quarterly basis that can be analyzed by teachers in order to improve instruction.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Science team has developed scope and sequence for entire building. Initially after switching to the Foss program we experienced a 20 point gain in the Exceeds category. We have been inconsistent in increasing exceeds in science over the last two years. We continue to increase the percent of students who meet and exceed science standards from 79.6% in 2008 to 87.3 in 2011. We have analyzed the scope and sequence of the Foss program in hopes of creating more integrity in the overall program and to provide additional opportunities to practice and master standards.</p> <p>Grade level teams meet weekly to plan, reflect, analyze data, and create common units</p> <p>Teachers use Scantron, ISAT, Fountas and Pinnell data to group students and assign grade level reading texts for both in-class instruction and RTI</p> <p>ILT team is currently working on a plan to better integrate the</p>	
	Instructional materials ----->			3
	<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>Teachers have a common set of materials for each grade level, but also have common supplementary materials.</p> <p>All programs in math are Chicago Math and Science Initiative approved programs (CMSI).</p> <p>Students in pull-out use the same curriculum as their peers.</p> <p>ILT is looking at complexity of our current curriculum as it aligns to the common core to determine what areas of learning will need to be moved to different grade levels and what will need to be supplemented with researched based materials</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>Scantron data is available immediately after a student is done taking the assessment.</p> <p>Data is reviewed by individual teachers, grade level teams, and as school by the ILT.</p> <p>The ILT uses data to determine areas of emphasis for their work. Scantron, Fountas and Pinnell, STEP, and mClass are used regularly to assess the progress of our students.</p> <p>Teachers use STEP and mClass to progress monitor students between benchmark testing periods.</p> <p>Teachers provide performance assessments in each unit that use checklists and rubrics aligned to learning standards.</p> <p>All lesson plans contain accommodations and modifications. In order to improve Academic Personalism (80% responding favorably) and Academic Press (Ranges from 65% to over 90%) in the school according to CCRS data, students should be surveyed per quarter on the areas covered by the survey starting in 2012-2013 school year.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers provide learning objectives in lesson plans and presents them to students; these are written on the board or discussed in mini-lessons.</p> <p>Teachers use real world projects to connect their learning. We are developing a relationship with Northwestern University to engage students in authentic, relevant application of their learning.</p> <p>Teachers include their essential questions in lesson plans in order to ensure the use of higher level questions in their rooms. Students are exposed to the mathematics practice standards, which require higher levels of critical thinking and analysis.</p> <p>Teachers use RTI, small group instruction, peer teaching, and cooperative grouping to scaffold students with complex texts</p> <p>Teachers use exit slips, student respons, and individual conferencing as forms of formative assessment on a daily basis.</p> <p>Teacher sus mini-lessons to hone specific skills and address misconceptions or common trendsl, these can be found in lesson plans.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			
<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>Teachers use ISAT, Scantron, STEP, and mClass to determine which students are in need of interventions. Counselor, classroom teachers, and special education teachers are involved in this process. Students take benchmark testing three times yearly, while students receiving RTI instruction will be progressed monitored on a weekly or bi-weekly basis. Teachers use small group instruction during class and in after school programs, which can be found in lesson plans. Push-in resource teachers also provide small group instruction. RTI folders are reviewed monthly at admin meetings with the counselor and special education teachers. The school is looking for ways to provide extra support to advanced learners since much of the focus as been on students below grade level. Guided Reading is practiced throughout the building. STEP</p>	2
Whole staff professional development ----->			
<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>Focus was set at the beginning of the school year and we continually discuss our progress in achieving the goal. Staff led PD Professional development is job embedded There is a desire for more coaching Whole staff book study</p>	4

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Weekly team meetings All meetings include SPED staff Teams share responsibility and depend and trust each other Monthly meetings to monitor student progress Data-Driven weekly meetings 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Teachers are great support for each other There is an improved coaching plan There is differentiated PD to meet the needs of teachers Peer relationships are informative and collaborative The occurrence of quality feedback is restricted by time We are working on implementing peer coaching Some teachers have questions about best practices that further support is needed around/or to learn New teacher mentoring Teacher handbook 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 have developed a partnership with Northwestern where academic programs, special events, and a Science in Residence program has increased application of science concepts. This relationship has increased the number and quality of field trips upper-grade students participate in during the school year. Students report through student surveys taken after Northwestern field trips/programs that they are more likely to go to college. We have developed a middle school student council promoting student voice. This was done in part to increase % of students reporting positive responses regarding Academic Personalism in the</p>	
	Relationships ----->			3
	<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>Students in special education go to specials classes, eat lunch, have recess, and attend field trips with their peers Attendance is up and suspensions are down We have instituted an advisory period in middle grades Teachers are at school before and after school school hours to offer academic and emotional counseling and support All adults work hard to ensure students are safe and feel respected The ADL provided additional bullying seminars for students during 2011-2012 school year Classroom books and resources are representative of all cultures and traditions</p>	
Behavior & Safety ----->			3	
	<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>We have quarterly awards for academics and behavior Monthly RTI meetings RTI programs before and after school The number of discipline referrals has decreased Administration and individual teachers send newsletters and update website regularly about issues regarding safety We have a wonderful safe welcoming school environment. The culture is progressing through the grades</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Parents are given information from principal and teachers weekly Nettelhorst website with teacher pages Standards based grading and student-led conferences Curriculum Nights (Literacy, Fine Arts) Collaboration with Nettelhorst Community Group 10-for-10 parent volunteering program 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Progress reports are distributed every 5 weeks Remediation plans in place early on in the year (1st Quarter) Weekly newsletters sent home to families Parents communicate regularly with parents and families 	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Regular collaboration with the Nettelhorst Community Group Parent volunteers in classrooms on regular basis Lunch and recess volunteers 10 -for-10 volunteer program Various family nights 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	Support provided to families through Thanksgiving Dinner donations Secret Santa program Clothing donations provided for families in need	
	College & Career Exploration and election ----->			3
	<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. 	Partnership with Northwestern university to provide exposure to science and math real-world connections Information and assistance on high school options that meet the needs of individual students	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Common core standards are applied to reading and writing instruction We are continuously working to increase rigor of instruction		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	Variety of enrichment provided through Jane's Place Afterschool programming		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			
	<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. 		
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	We have multiple open houses We maintain open lines of communication and provide lots of opportunities to volunteer and become comfortable with the school and staff Step-up day Vertical planning conversations curriculum maps for continuity between grade levels and for elimination of gaps in curriculum	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> RTI program before and after school Purchase of supplemental leveled nonfiction texts to supplement content area instruction After-school programming for enrichment Class-size reduction PD provided by outside consultants 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Committee uses protocol to vet resumes and interview in step-by-step process, including demonstration lessons School functions almost as a teaching lab with student teachers from local universities Teachers hired to assist with RTI and scheduling Grade level teams are in place and are a mixture of novice and veteran teachers, balanced for areas of individual strength expertise 	
	Use of Time ----->			3

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>Common planning time for grade level teams RTI sessions provided for students before and after school Full School Day committee comprised of teachers across grade levels to design student schedule that is developmentally appropriate for all levels</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

The Nettelhorst School, in collaboration with all stakeholders, provides each student with a personalized education in a safe, healthy, and supportive environment. Students become creative and critical thinkers, who use ideas and information effectively. The Nettelhorst community prepares all students to succeed in a global society by integrating all curricular areas, with an emphasis on the fine and performing arts. We embrace multiculturalism, social responsibility, and personal accountability with the goal of all students, including students with special needs and English language learners, achieving success in high school and their chosen career path.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Integrate literacy within all content areas through inquiry-based learning strategies	While ISAT meets and exceeds scores in reading were 88.6, ISAT exceed scores in reading were 42.4 for the 2011 school year. There is a need for greater emphasis on content area reading with the introduction of Common Core of State Standards. Student ownership and reflection of learning should increase while using a variety of high quality texts.
2	Increase integration of technology within all content areas to promote use of intervention software, simulations, models, video conferencing, virtual manipulation, problem based learning, STEM activities and to access a wide variety of high quality texts.	Gaps exist between sub-groups and caucasian populations. For example, the gap between hispanic populations and caucasian populations in Reading meets and exceeds is 7.5%. The gap is 12% in math. There is a need to reduce the gaps between these groups by using simulations, virtual manipulatives. Our children need to develop keyboarding skills and proficiency in using software programs in order to be successful in high school and beyond. Technology can also be used during enrichment programming.
3	Increase student demonstration of understanding, application, analysis, and creation in math performance tasks, products, and assessment as outlined in the core standards.	While 90.9% of students are meeting and exceeding state standards, currently 38.2% are exceeding state standards. There is a need to increase the number of students exceeding state standards.
4	Continue to support development of fine arts programs in the areas of visual arts, dramatic arts, and music by increasing integration within the curriculum.	A number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997). Nettelhorst seeks to reach the entire child by providing opportunities for left and right brain individuals.

5

Enhance and improve the culture and climate of Nettelhorst Elementary School through social events and increased opportunities for student involvement.

The number of student misconducts per 100 students was 4.3 for the 2011 school year. We would like to reduce the number of misconducts down to 2.0 by the 2014 school year. We would also like to improve previous student satisfaction on school culture surveys as evidenced by 85% affirmative responses (in reference to school culture and climate) by upper grades students.

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
Integrate literacy within all content areas through inquiry-based learning strategies	While ISAT meets and exceeds scores in reading were 88.6, ISAT exceed scores in reading were 42.4 for the 2011 school year. There is a need for greater emphasis on content area reading with the introduction of Common Core of State Standards. Student ownership and reflection of learning should increase while using a variety of high quality texts.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development in Inquiry Based methods during 2012, 2013 school years	Professional Development	All	Principal, Grade level teams, ILT, PPLC	On-going	Year 2		
Provide a variety of text sets to support Inquiry Based methods	Instructional Materials	All	Principal, Grade level teams, ILT, PPLC	On-going	Year 2		
Provide substitute buckets for instructional rounds, school visits and coaching	Professional Development	All	Principal, Grade level teams, ILT, PPLC	Summer 2012	Summer 2013		
Provide extended day opportunities for curriculum mapping of Common Core of State Standards	After School/ Extended Day	All	Principal, Grade level teams, ILT, PPLC	Summer 2012	Year 2		
In each classroom and book room conduct an audit of existing texts aligned to Common Core State Standards	ILT/ Teacher Teams	All	Principal, Grade level teams, ILT, PPLC	Summer 2012	Summer 2012		
Provide additional technology to support Inquiry Based instruction and to assist in reading interventions	Equipment/ Technology	All	Principal, Grade level teams, ILT, PPLC	On-going	On-going		
Provide additional RTI data collection/instruction supports	Other	All	Principal, Grade level teams, ILT, PPLC	Summer 2012	On-going		
Provide additional RTI data collection/instruction supports	Equipment/ Technology	All	All	Quarter 1	On-going		
Provide feedback opportunities for staff to request further professional development, coaching, or other supports	Professional Development	All	All	Summer 2012	On-going		
Provide an intervention specialist to assist teachers with grouping, data, and classroom instruction	Staffing	All	Principal, LSC	Summer 2012	On-going		
Provide literacy community night for each year beginning fall of 2012 and continuing through spring of 2014	Parental Involvement	Not Applicable	Teacher teams, Inquiry-based learning, intervention specialist	Quarter 1	Year 2		

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
Increase integration of technology within all content areas to promote use of intervention software, simulations, models, video conferencing, virtual manipulation, problem based learning, STEM activities and to access a wide variety of high quality texts.	Gaps exist between sub-groups and caucasian populations. For example, the gap between hispanic populations and caucasian populations in Reading meets and exceeds is 7.5%. The gap is 12% in math. There is a need to reduce the gaps between these groups by using simulations, virtual manipulatives. Our children need to develop keyboarding skills and proficiency in using software programs in order to be successful in high school

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each staff member will establish a technology professional learning plan	Professional Development	All	Teachers, Administrators	Summer 2012	On-going		
Allocate HR resources to provide a staff member responsible for technology integration with a goal to collaboratively develop 2 performance task examples for each grade level per year	Staffing	All	Principal, LSC	Quarter 1	Summer 2013		
Complete a technology audit and effectiveness survey to evaluate utilization of current hardware and software inventory	Equipment/Technology	Not Applicable	Administrator	Summer 2012	Summer 2012		
Provide opportunities to increase keyboarding skills for all students	Equipment/Technology	All	Librarian, Parents	Quarter 1	On-going		
Provide differentiated professional development based on need as identified individual professional learning plan	Professional Development	Not Applicable	Administrator, ILT, Technology Integration Specialist	Quarter 1	Summer 2013		
Provide additional hardware and software as identified by technology audit	Equipment/Technology	Not Applicable	Administrator, ILT, Technology Integration Specialist	Summer 2012	On-going		
Develop partnerships with colleges, business, and other community members to promote enrichment opportunities in STEM and literacy	Other	All	Administration, community members, parents, teachers	Summer 2012	On-going		
Teacher will develop a technology integration community fair	Parental Involvement	All	Teacher teams, Inquiry-Based technology leader	Summer 2012	Year 2		



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
Increase student demonstration of understanding, application, analysis, and creation in math performance tasks, products, and assessment as outlined in the core standards.	While 90.9% of students are meeting and exceeding state standards, currently 38.2% are exceeding state standards. There is a need to increase the number of students exceeding state standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development funds for classroom visitations at Nettelhorst and other schools to increase demonstration of understanding, application, analysis, and creation as identified by NWEA, ISAT, and classroom assessments including performance tasks.	Professional Development	All	Principal, ILT, math teachers	Summer 2012	Summer 2012		
Develop rubric for assessment of instructional materials in math, distribute rubrics, make materials selection	After School/ Extended Day	Not Applicable	Performance Management team, grade-level teams, administration	Quarter 1	Summer 2013		
Teachers will demonstrate the ability to design broad and content related essential questions	Instruction	Not Applicable	Teacher teams, principal	On-going	Summer 2013		
Teachers will demonstrate the ability to design performance tasks linked to the Common Core State Standards	Instruction	Not Applicable	Teacher teams, principal	On-going	Summer 2013		
Provide text and supplementary materials based on teacher input for 2012-2013 school year	Instructional Materials	Not Applicable	Teacher teams, administration	On-going	Summer 2012		
Develop Common Core State Standards curriculum maps for each quarter with the goal of completing 2 quarters	Instruction	Not Applicable	ILT/ Teacher Teams, administration	On-going	Summer 2013		
Provide extended day funds to support development of curriculum maps to complete all four quarters of instruction	Instruction	Not Applicable	ILT/ Teacher Teams, administration	On-going	Summer 2013		
Explore the use of websites for math enrichment and intervention, pilot use of identified websites in classroom	Instruction	Not Applicable	ILT/ Teacher Teams, administration	Summer 2012	Summer 2013		
Teachers will develop a community math night	Parental Involvement	All	Teacher teams, administration	Quarter 2	Quarter 4		



Strategic Priority 4

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Strategic Priority 5
