



2012-2014 Continuous Improvement Work Plan

Washington Irving Elementary School

Fulton Elementary Network

749 S Oakley Blvd Chicago, IL 60612

ISBE ID: 150162990252281

School ID: 610121

Oracle ID: 24881



Mission Statement

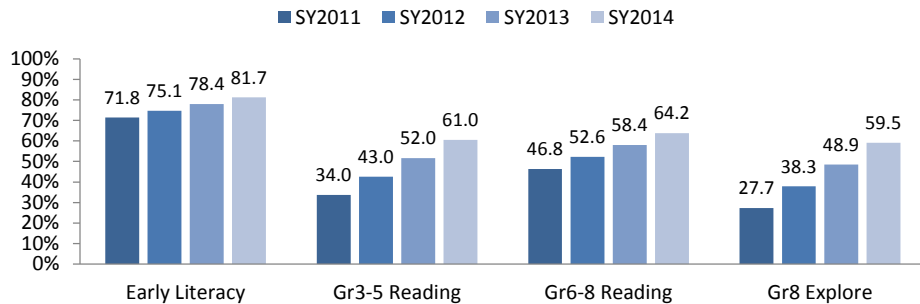
Washington Irving Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement for life long learning and prosperity.

Strategic Priorities

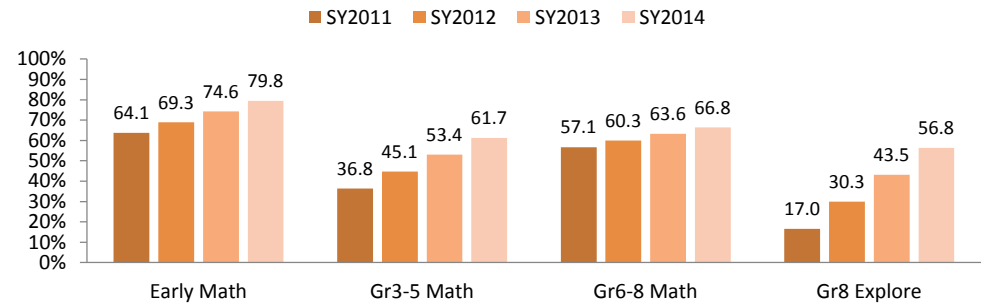
1. Increase teachers' reading pedagogy of literacy strategies to improve students' outcomes to acquire exceeding in reading on performance assessments.
2. Provide interventions to help students increase mathematics literacy for those identified on NWEA at the beginning of the year assessment.
3. Ensure that all grades have access to science instruction using Foss kits to increase science outcomes school-wide, that can be measured on standardized assessments.
4. Increase the number of students meeting standards on standardized test in Special Education
5. Continue to build strong partnerships between the school and community with the focus on service and investments in our students and families.

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:	Washington Irving 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
Valeria Bryant	Principal
Jacqueline Davis	Assistant Principal
Nonilon Urgel	Classroom Teacher
Charmell Gilkey	Classroom Teacher
Heather Dunn	Classroom Teacher
Antoinette Blakeney	Lead/ Resource Teacher
Rashonda Owens	Counselor/Case Manager
Sharon Robles	LSC Member
Barbara Meschino	LSC Member
Mintzie Davis	Parent/ Guardian
Belinda Rogers	Special Education Faculty



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	71.8	75.1	78.4	81.7		Early Math % of students at Benchmark on mClass	64.1	69.3	74.6	79.8
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.0	43.0	52.0	61.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.8	45.1	53.4	61.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.5	51.6	57.8	63.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.2	56.7	61.1	65.6
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.8	52.6	58.4	64.2		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	57.1	60.3	63.6	66.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	64.2	69.4	74.6	79.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.8	72.9	76.9	81.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	27.7	38.3	48.9	59.5		Explore - Math % of students at college readiness benchmark	17.0	30.3	43.5	56.8



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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	95.6	95.0	95.0	95.0	.				
Misconducts Rate of Misconducts (any) per 100	15.1	13.0	11.0	10.0					

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	70.2	75.8	81.1	85.2		ISAT - Reading % of students exceeding state standards	20.9	22.4	28.5	29.9
ISAT - Mathematics % of students meeting or exceeding state standards	78.4	82.3	86.4	90.7		ISAT - Mathematics % of students exceeding state standards	22.6	24.9	26.2	27.4
ISAT - Science % of students meeting or exceeding state standards	81.6	89.7	94.0	98.7		ISAT - Science % of students exceeding state standards	17.3	18.2	19.0	20.0

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>The school has rolled out balanced literacy initiative for grades K-5 and moving towards the middle grades. Professional developments for Common Core State Standards have been provided. Also, we have regularly scheduled staff meetings. The principal creates a strong professional learning environment for teachers and staff. However, our school needs to increase our non-fiction resources. Additionally, as a staff, we must collaborate more within our departments and grade levels, as well as across grade levels. Lastly, many teachers have not actively participated in the balance literacy training which is a school-wide initiative therefore teachers are not using the model as it is designed in their instruction to increase</p>	
	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. 	<p>Principal provided professional development opportunities at the school for teachers to help with pedagogical practices, in reading in math, teachers received professional training in balanced literacy and everyday math.</p> <p>Principal gives examples of best practices, monitors classroom activities to discuss best practices and gives feedback on best practices.</p> <p>Principal discusses data to help teachers design instruction that will drive increase students' preparation for career and college readiness.</p> <p>The principal disseminates information to parents and the community on the schools performance. The community of parents are encouraged to become actively involved in the school's initiatives.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Although opportunities are made available for teachers to take on leadership roles, usually, the same people step-up to take on the responsibilities. We have many leadership areas that contribute to the success of our school, including ILT, mentor teachers, family liaison, data team, bilingual lead, CIWP team, union representative, grant writers and community-outreach team. Each teacher has the opportunity to raise his/her voice in our grade levels, ILT meetings, and whole staff meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			2
<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>The ILT presents useful information, as they receive it, and disseminate it to the staff during staff development days. The ILT is comprised of teachers representing primary, intermediate, upper, and special education. We are constantly analyzing data, and learning how to use the data to drive our instruction. However, development with the ILT at the teacher-team level is yet to occur. The ILT appears to work behind the scenes without much input from the other teachers and staff members. The ILT has organized some whole staff professional development activities. The ILT definitely engages the staff in changes to practices in response to concerns . As a staff, we rarely have time to meet in our teacher-teams to discuss data and use it to target specific students.</p>	
<p>Monitoring and adjusting -----></p>			3
<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>Our staff continuously analyzes data with the intention of providing necessary supports and materials for student success. We meet as a whole-staff, grade level departments, and individual teachers to target deficiencies and strengths.</p>	

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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>Teachers create pacing and long-term scope and sequence which is determined by instructional materials. Instructional materials are consistent throughout grade levels and training and continued professional development occur, regularly. Current text materials are aligned to Illinois State Standards. Special education student population's needs are addressed in curriculum planning. Curriculum materials and resources are grade-level appropriate. The text used exposes most students to grade-appropriate complexity, but is heavily focused on non fiction. Short- and long-term plans do not consistently differentiate for various learners. Each teacher develops his/her own units and tend to follow what is suggested by the pacing offered in the instructional materials. Additionally, each grade level uses common units of instruction aligned to the Illinois State Standards. We are currently working toward implementing Common Core State Standards to our curriculum planning.</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>The instructional materials we use are aligned with Illinois State Standards. The Everyday Math program is continuous throughout primary, intermediate and upper grades. Likewise, the StoryTown series, and all of its components, is used in the intermediate department. All of the instructional materials used throughout the school, are supportive of students with disabilities.</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>The ILT analyzes data, continuously. Teachers and teacher-teams have access to their data and are encouraged to use it to determine the course of instruction. Each grade level assesses students regularly. A plethora of assessment tools are used at all grade levels for monitoring student progress and determining students' needs. Students with special needs are administered assessments that are aligned with IEP's.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Our staff is working toward communicating with students the daily learning objectives and relevance for learning. Consistently, teachers clearly communicate directions and procedures, as well as provide necessary materials for learning. Often, sequencing of lessons is primarily driven by suggested pacing from instructional material. Some teachers utilize differentiated instruction and small group guided reading to ensure all students are engaged in complex tasks. Most often, in the middle and upper grades, instruction is delivered whole-group and low-level rigor. Some teachers work towards building a deeper understanding of concepts and skills for mastery and proficiency.</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>Communication is lacking about how to determine which students are in need of intervention and/or specialized education services. Students with special needs, however, are evaluated in a timely fashion. Weekly meetings are held by all members of the IEP coordinating team for student services determination. Interventions for students include push-in support provided by special education teachers, speech and occupational therapists, the social worker and psychologist in-and out-of the classroom. Separate classroom instruction and inclusion with the special education and general education teachers often takes place. The counselor offers few suggestions or options for interventions.</p>	
Professional Learning	Whole staff professional development ----->			4
	<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>Our staff has had a year long focus on learning and implementing Common Core State Standards. We have received training in Response to Intervention. All of our professional development activities have been centered around our adopted school-wide priorities and goals. We are moving toward continued monitoring of the effectiveness of our professional developments. All of the staff and professional developments offered are relevant to teachers and support staff.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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>As a whole staff, teachers meet weekly and focus on many activities. However, planning time is too brief to have quality collaboration. When we do collaborate, however, teacher-teams share ownership for results in student learning. Teachers do have protocols and processes in place for team collaboration.</p>	
	Instructional coaching ----->			2
	<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>Coaching here rarely takes place. When coaching does take place, it is generally focused on a small group of teachers who are in need of extra support. New teachers, however, are paired with mentor teachers to assist them in adjusting to school, local, district, and state criteria. All teachers have individual professional development plans tailored to their needs. We are working toward peer coaching and classroom visitations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>Many staff members reinforce expectations for all students to aspire to college and career ready standards. The school has offered many opportunities for students to research and attend college tours and plans to maintain a college-going culture. We are working on opportunities for each student to experience leadership.</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>Many students form bonds with adult advocates who care for them deeply and support them in achieving their goals. Interactions between adults and students are respectful and appropriate. Interactions among students are appropriate, as well. We are working on a fair disciplinary plan that will deal with students when interactions among students become inappropriate and disrespectful.</p>	
Behavior & Safety ----->			2	
	<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>There are, currently, no school-wide norms for discipline. The staff, overall, has established and maintains a safe, welcoming school environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	<p>The principal provides clear information for families on all relevant school activities, school performance, and explains it so that it is clearly understood. Plans for improvement are made with family and community input and plans for improvement are made readily available to them. The staff holds meetings for parents to convey the transition process and bilingual advocates are here to assist, as well. Individual teachers are constantly in communication with families to provide clear information on what is expected for standards achievement.</p>	
	Ongoing communication ----->			3
	<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. 	<p>Monthly newsletters are distributed, as well as announcements which inform families of events and activities that are school and community related. Also, individual teachers use two-way communication methods (e.g., parent portal) to convey pertinent information to families regarding their child's needs. We continuously have meetings to discuss the promotion policies dictated by CPS, and present hard copies, so that parents are fully</p>	
Bonding ----->			3	
	<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>The school has a warm, inviting atmosphere that our students enjoy which is exemplified in the school's monthly/yearly attendance summary. The principal offers many activities that encourage family, community and school bonding. Recently, however, we have not facilitated some of our former activities due to lack of staff, community, and parental involvement.</p>	

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
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. 	<p>The staff here provides required services, as well as some specialized support in collaboration with social services agencies. We have a partnership with Catholic Charities, who are housed in the school to offer additional support to students when teachers deem the students need assistance.</p>	
	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. 	<p>Our school provides ongoing exposure to college and career readiness through college tours and career fairs. The community-at-large is very much involved in our ongoing efforts to expose our students to college and career opportunities.</p>	
Academic Planning ----->			2	
<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. 	<p>The college planning is geared towards the upper grades. Career planning is open to all grades. We are working to offer advanced coursework for our higher performing students.</p>		
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. 	<p>Our school offers several types of extracurricular activities that build leadership, nurture talents and interests, and increase engagement at school.</p>		

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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>This school year, our upper grade teachers have attended trainings and are preparing our students for the college and career assessment, EXPLORE TEST, which will be administered in June.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
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. 	<p>Irving School constantly works to ensure effective transitions into every grade level. Our pre-Kindergarten program filters into our Kindergarten. Benchmark grades are highlighted with parent meetings and continuous student engagement and awareness of promotion policies. At the 8th grade level, the counselor takes particular interest in transitioning the students to high school.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<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>Although the school budget is low, the principal allocates funds appropriately and accordingly. Teachers are asked and furnished with necessary materials. If additional funds are provided, the principal considers furnishing items that may not have been deemed prioritly. Teachers often pursue funding opportunities from the community and grants to fulfill their needs.</p>	
	Building a Team ----->			2
	<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>The staff here has little input into hiring. When a vacancy becomes available the hiring process begins.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Teacher teams have common preparation/planning schedules which allows for regular, meaningful collaboration. Students requiring intervention are often accommodated with special services delivered by school professionals.</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Washington Irving Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement for life long learning and prosperity.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase teachers' reading pedagogy of literacy strategies to improve students' outcomes to acquire exceeding in reading on performance assessments.	We have 70.7 % of our students overall meeting or exceeding on the ISAT test and only 20.9 % exceeding. By ensuring that our teachers are properly trained to maximize instruction we are implementing a more rigorous instructional program with interventions and strategies to close the achievement gap and increase students growth targets.
2	Provide interventions to help students increase mathematics literacy for those identified on NWEA at the beginning of the year assessment.	We are at 78.4% meeting or exceeding on the ISAT schoolwide for mathematics. It is our goal to close this learning gap and increase the number of meeting to 85% as well as increase the number of exceeding from 22.9% to at least 25% with progress monitoring and more rigorous instructional opportunities.
3	Ensure that all grades have access to science instruction using Foss kits to increase science outcomes school-wide, that can be measured on standardized assessments.	Only teachers in grades 3, 4 and 7th are trained to use the FOSS kits. Only 17% of our students are exceeding in Science on standardized assessments. If they received Science training continuously the opportunities to increase knowledge and achievement is the attainable outcome.
4	Increase the number of students meeting standards on standardized test in Special Education	Our special education population score on standardized assessments fall far below their counterparts in the same grades. Based on data, lesson plans and IEP's outcomes, academic expectations should be maximized to ensure rigor and more quality instruction is taught.
5	Continue to build strong partnerships between the school and community with the focus on service and investments in our students and families.	Continue to maintain sponsorship with The Chicago Mercantile Exchange Group, and expand it to the Illinois Medical District. Increase parent participation and volunteering.



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
Increase teachers' reading pedagogy of literacy strategies to improve students' outcomes to acquire exceeding in reading on performance assessments.	We have 70.7 % of our students overall meeting or exceeding on the ISAT test and only 20.9 % exceeding. By ensuring that our teachers are properly trained to maximize instruction we are implementing a more rigorous instructional program with interventions and strategies to close the achievement gap and increase students growth targets.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide balance literacy training for teachers in grades K-5 and expand to include grades 6-8 language arts teachers.	Professional Development		Administration/ (R.E.A.D.) America	Summer 2012	On-going	On-Track	
Invest in more non-fiction supplemental materials	Instructional Materials	All		On-going	On-going	On-Track	
Have before and after school tutoring	After School/ Extended Day	All	Administration/ Teachers	On-going	On-going	On-Track	
Use Data to help guide Instruction	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going	Behind	
Redesign the Special Education to maximize the co-teaching models	Instruction	Students With Disabilities	Counselor, Administration	Summer 2012	On-going	Behind	
Provide technology to assist students increase knowledge through tutoring and self help programs	Equipment/ Technology	All	Technology coordinator/ administrators	Summer 2012	On-going	On-Track	
Ensure all instructional materials needed are provided in a timely manner to ensure all educational opportunities are maximized.	Instructional Materials	All	Administrators/ Teachers	Summer 2012	Summer 2012	On-Track	



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
Provide interventions to help students increase mathematics literacy for those identified on NWEA at the beginning of the year assessment.	We are at 78.4% meeting or exceeding on the ISAT schoolwide for mathematics. It is our goal to close this learning gap and increase the number of meeting to 85% as well as increase the number of exceeding from 22.9% to at least 25% with progress monitoring and more rigorous instructional opportunities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Have teachers trained to teach Algebra to students who are identified through assessments to have potential.	Instruction	Other student group	Administration/Teachers	On-going	On-going	On-Track	
Use assessment data to help drive instruction	ILT/ Teacher Teams	All	ILT/Teacher teams	Quarter 1	On-going	On-Track	
Assess tools used to teach mathematics	Instructional Materials	All	ILT/Teacher teams	Summer 2012	Summer 2012	On-Track	
Provide professional development for teachers to use teaching tools across all grade levels	Instruction	All	Administration/Teachers	On-going	On-going	Behind	
Offer before and after school assistance for students who need the additional support	After School/ Extended Day	Other student group	Administration/Teachers	On-going	On-going	On-Track	
Provide technology support to help students with skills needed to increase academic outcomes	Equipment/ Technology	All	Tech Coordinator	Summer 2012	On-going	Behind	
Replenish books, manipulatives, and other materials to ensure all instructional materials are in place in a timely manner to maximize all learning opportunities.	Instructional Materials	All	Administrators/ Teachers	Summer 2012	Summer 2012	On-Track	



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
Ensure that all grades have access to science instruction using Foss kits to increase science outcomes school-wide, that can be measured on standardized assessments.	Only teachers in grades 3, 4 and 7th are trained to use the FOSS kits. Only 17% of our students are exceeding in Science on standardized assessments. If they received Science training continuously the opportunities to increase knowledge and achievement is the attainable outcome.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Have all teachers in grades k-5 participate in the Foss training to provide science instruction school-wide	Instruction	All	Teachers	Summer 2012	On-going	Critically Behind	
Use Data from assessments to drive instruction	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	On-going	Behind	
Ensure all tools, and kits are available timely so that quality instruction is provided	Instructional Materials	All	administrators	On-going	On-going	Completed	
Use technology to assist students prepare for standardized assessments and help assess students' needs.	Equipment/ Technology	All	Technology Coordinator	On-going	On-going		



Strategic Priority 3

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
Increase the number of students meeting standards on standardized test in Special Education	Our special education population score on standardized assessments fall far below their counterparts in the same grades. Based on data, lesson plans and IEP's outcomes, academic expectations should be maximized to ensure rigor and more quality instruction is taught.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Upgrade students IEP's to address students needs and address those individual needs more effectively.	Instructional Materials	Students With Disabilities	Teachers	Summer 2012	On-going	Critically Behind	IEP's need to review and written to maximize all the student's potential and incorporate more rigorous goals
Provide common collaboration times with special education teacher and general education teachers to discuss, plan and execute activities for learning for the special ed student	Instruction	Students With Disabilities	ILT/Teachers	Summer 2012	On-going	Behind	
Provide assistive technology for those students qualifying for those tools to help facilitate their learning	Instructional Materials	Students With Disabilities	Counselor/Special Education Teacher	On-going	On-going	On-Track	
Re-organize the special education department to have inclusion and self contained classrooms where students can receive the services that meet the needs of their IEP's.	Instruction	Students With Disabilities	Counselor Administrators	On-going	On-going	Critically Behind	
Get the support from SSA to handle all of the students in this environment according to state and federal guidelines	Other	Students With Disabilities	Administrators counselor	On-going	On-going	Critically Behind	
Use data from standardized assessments to help develop techniques to help this population of students achieve success	After School/ Extended Day	Students With Disabilities	ILT/Teachers	On-going	On-going	Behind	



Strategic Priority 4



Strategic Priority 5
