



**2012-2014 Continuous Improvement Work Plan**

**Irma C Ruiz Elementary School**

Pilsen-Little Village Elementary Network

2410 S Leavitt St Chicago, IL 60608

ISBE ID: 150162990252867

School ID: 610125

Oracle ID: 24931



**Mission Statement**

Our mission is to provide an educational experience that prepares all students to be critical thinkers and college and career ready by focusing our efforts on increasing achievement in literacy through a rigorous balance of focused instruction driven by the common core standards, the arts, and health and nutrition education.

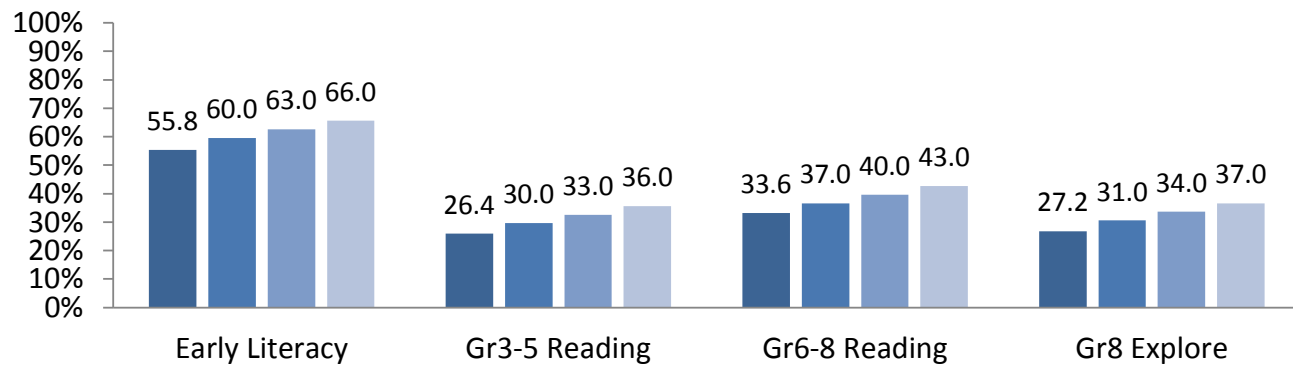
**Strategic Priorities**

1. Teachers will deliver a rigorous curriculum aligned to the Common Core by increasing their understanding of unit design and performance assessments through targeted ongoing professional development beginning the summer of 2012.
2. We will focus on Guided Reading to increase student comprehension; enabling teachers to differentiate instruction by regularly analyzing and monitoring student reading levels.
3. We will continue to provide an integrated arts, health and nutrition curriculum aligned closely to literacy standards while also impacting students' social/emotional and academic needs.

**School Performance Goals**

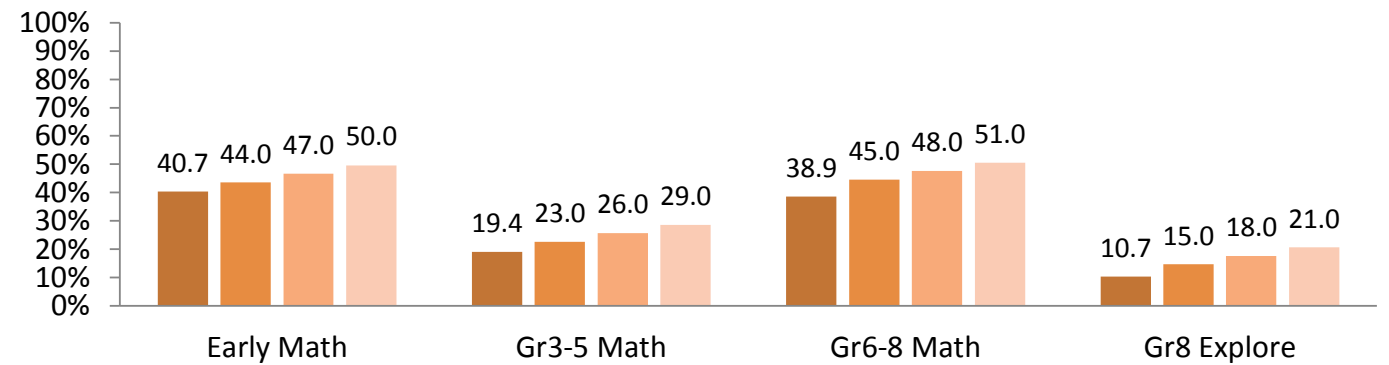
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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](http://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:	Irma C Ruiz 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
Mr. Dana A. Butler	Principal
Rita Montesinos	Assistant Principal
Marla Elitzer	Assistant Principal
Ibett Ortiz	Lead/ Resource Teacher
Glenda Marquez	ELL Teacher
Yesenia Rodriguez	Lead/ Resource Teacher
Jennifer Grau	Special Education Faculty
Marilou Reynolds	Classroom Teacher
Leticia Cortes	Classroom Teacher
Neveen Shamah	Classroom Teacher
Jenna Leitner	Classroom Teacher
Jill Guzman	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	55.8	60.0	63.0	66.0		<b>Early Math</b> % of students at Benchmark on mClass	40.7	44.0	47.0	50.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	26.4	30.0	33.0	36.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	19.4	23.0	26.0	29.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.0	48.0	58.0	62.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	41.9	45.0	55.0	60.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	33.6	37.0	40.0	43.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	38.9	45.0	48.0	51.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.5	53.0	58.0	61.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	57.5	61.0	64.0	67.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	27.2	31.0	34.0	37.0		<b>Explore - Math</b> % of students at college readiness benchmark	10.7	15.0	18.0	21.0

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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.5	96.0	97.0	98.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	15.9	15.0	14.0	13.0					

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	70.1	74.0	77.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	12.8	15.0	17.0	19.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.7	83.0	86.0	89.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	10.7	14.0	16.0	18.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	67.0	70.0	73.0	76.0		<b>ISAT - Science</b> % of students exceeding state standards	9.6	11.0	13.0	15.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school has established clear goals that focus on independent structures and Common Core Standards. Our first two learning cycles were focused on building independent structures in preparation for Guided Reading to improve comprehension as determined by our Theory of Action. After gathering data from our Learning Walks evidence of independent structures increased from approx 30% teacher implementation to approx 65% in the areas of: Use of Anchor Charts, Classroom libraries labeled and leveled by genre using F&amp;P, Designated Space for Independent Reading, and Use of Book Boxes. More specifically, we want to highlight the increase in building stamina through Reading to Self and Reading to</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principals provides multiple opportunities for ILT and TTs to engage in professional learning and improving school culture/climate. For example, common planning time has been created and focused on improving the ToA, structured ILT meeting times occur on a weekly basis to drive student and teacher learning experiences . Professional learning is organized through whole staff development as related to our Theory of Action, our Cycles of Learning and our school culture.</p> <p>Principal targeted professional development for common core standards, analyzing student work, and Calm Classroom techniques. PD improved the culture/climate of the school which embodied the development of the whole child.</p> <p>Principal provides Principal's Report to LSC. As of April, a monthly flyer with information regarding School News is sent home to parents. The school has experienced 27 consecutive 100% Report</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Functioning ILT Team contributes to the decision making process regarding our TOA and Cycles. Information is shared with Grade Level Teams and staff. Grade Level teams are established and plan collaboratively. They will need clear and concise goals for each of their meetings. We will continue to encourage a greater teacher voice in decision-making. Many teachers play an integral part in the following committees that also boost student achievement:</p> <ul style="list-style-type: none"> <li>*Garden Program</li> <li>*Common Threads cooking program</li> <li>*Magnet Cluster program</li> <li>*Meet the Teachers Night</li> <li>*School-wide Science Fair</li> <li>*RTI team</li> <li>*High School Fair</li> <li>*Outdoor Concert, Assemblies, Theatre</li> <li>*School Improvement Planning</li> <li>*FSD Plan</li> </ul>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT team is strongest leadership component in school. They have consistent meeting dates and agendas. The entire scope of our teaching areas are represented: ie: sped, ELL, ancillary. They are reflective and invested in improving the school. The members lead their colleagues in common understanding and purpose.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>K-2 teachers use progress monitoring/DIBELS to analyze students and group them accordingly. ISAT scores are analyzed at the beginning of the year to group students 3-8th. Scantron and Lexile scores are used to level students and group according to skills. Achieve 3000 is used to improve achievement. However, this is not representative of every teacher.</p>	<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Curriculum pacing is driven by our basal series. We are working toward designing units using the Common Core Standards to improve instruction across content areas.</p> <p>Teachers will be working collaboratively over the summer through the next school year in developing rigorous units which will utilize a balance between non-fiction and fiction text aligned to the Common Core grade level standards. Currently, teachers utilize more fiction.</p> <p>Short and long-term plans do not consistently differentiate by learner need: reading levels, bilingualism, special education, students exceeding state standards.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Each grade level or team has a set of materials aligned with standards.</p> <p>The Daily Five book is being utilized across the grade levels. ELL and Spec Ed students have appropriate material and are supported.</p> <p>We are beginning to use leveled books in our classrooms and in our resource room.</p>	
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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Data is available for all teachers on CIM, Scantron, Dibels, and Achieve 3000. Teacher teams or classroom teachers do not use it consistently to plan instruction.</p> <p>Teacher made assessments vary from multiple choice to essays. How assessments are administered and with what frequency varies.</p> <p>Our special ed team does work to accommodate and modify lessons and assessments according to our students' IEPs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>The majority of the instruction is still being given as whole-group.</p> <p>Many of the assessments we currently use are not diagnostic in nature which would allow a teacher to better differentiate students' academic needs when planning for instruction.</p> <p>Questioning is more heavily aimed at assessing basic student understanding and comprehension. Teachers are beginning to think of the DOK when planning.</p> <p>Limited understanding of UBD in order to create units that are robust and rigorous.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Teachers have received pd on RTI. However, it's utilization is not always consistent or appropriately used. Some teachers do follow the process and their differentiated groupings are reflective of the Tiers.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Our PD was generally aligned to our Theory of Action. However, it was not regular or monitored. We need to create a system which holds teachers accountable for the PD presented throughout the year.</p> <p>The school has created a cycle of learning which targets professional development during grade level and whole staff meetings. Currently, we are in the process for developing a structured system for peer visits which would focus on pre-visit dialogue, actual visit, post-visit collaboration between teachers.</p>	

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<b>DIMENSION 3:1</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet regularly, but it is focused on a mix of activities.</p> <p>Teachers have been given goals through the cycle, but have not implemented them effectively. They do not discuss progress monitoring or data to track effectiveness of instruction or interventions.</p> <p>There are meeting agendas, but no protocols.</p>	
	<b>Instructional coaching</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>We have reminded the staff that they can take advantage of having a lesson modeled by the ILT or Bil Lead. Very few have taken advantage of the opportunity. The administration needs to encourage teachers to take advantage of this and classroom visits by putting more funds aside for subs.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Most staff members reinforce expectations for all students to aspire to college and career ready standards. Our counselor encourages our students to speak to her regarding HS and college choices.</p> <p>Junior Achievement and High Jump comes in and speaks to our students about professions that require a college degree.</p> <p>We have had over 60 college students doing college visits. Our students are having dialogue with college students about the</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students know that they have adults who care about them and support them. They are given opportunities to speak to adults other than their teacher if they need to (or would like to).</p> <p>Interactions between students and adults are mostly respectful.</p> <p>Students with disabilities, IEP, ELL, Behavioral Challenges, have opportunity to participate in all academic, athletic, and fine arts activities before, during, and after school.</p> <p>Student's home language and culture is valued and embraced.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>We establish and maintain a safe, welcoming environment.</p> <p>The SCC is followed consistently. We have implemented CHAMPS school-wide. It's utilization needs to be more focused and monitored more consistently.</p>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Principal distributes School Report Card. The school encourages parents to use the parent portal to help monitor grades. The school provides a high school fair from 5th-8th grade. Principal has 1:1 discussion with parents who are looking to transition their students to a magnet school before making their final decision. Most teachers provide clear information at the beginning of the year regarding expectations for the school year.	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Parent Workshops are held to assist parents in learning how to support their child's learning at home.  Progress reports and intervention conferences are held with parents to discuss progress for those students who are struggling.  Many teachers send home monthly newsletters.	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes a non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	The school establishes a non-threatening, welcoming, environment.  School staff provide many opportunities for family and community members to participate in authentic and engaging activities. I.e: Outdoor concert and art exhibit, Kitchen Community Garden, Book Fair, Intramural games, Theatre productions, Science Fair, Family Reading Night, Concerts at Taste of Chgo and CSO, Regular Parent Volunteers, BAC/PAC, LSC, Common Thread Cooking Initiative	

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	For the most part, we provide required services to students within school hours. We have completed home visits based on the needs of our families.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Students are provided with some information on colleges and careers.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Students are provided with some information on colleges and careers through their teachers. All students 1st-8th have the opportunity to hear about professions through Junior Achievement.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that nurture talents and interests. These programs include ELL, IEP students, and behaviorally challenged students. Our students participate in		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	8th grade students participate in EXPLORE and Algebra Exit Exam.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	n/a	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	Transition meetings are held in Prek and Kdg. Teachers at benchmark grades hold orientation meetings to explain transitions to students and parents.	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	The school allocates discretionary spending to align and maintain needs and strategic priorities. Spending is used to maintain reasonable class sizes to avoid split grade levels as well. The school has identified many outside resources ie: Half price books, RUSH Hosp., St. Anthony Hospital for free immunizations, Donors Choose, ProsArts, free things from CPS.	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Hiring is conducted through advertisements, word of mouth, and network assistance. Candidates receive a multi-step interview where they meet with administration and teachers. Resumes are reviewed to choose appropriate candidates. In some cases, teachers have been asked to develop a lesson or bring a portfolio to demonstrate their expertise.	
	<b>Use of Time</b> ----->			<b>2</b>

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is based on student need and school wide goals. It allows for regular collaboration in teacher teams. However, we are working to assist teachers in planning and maintaining intervention time for struggling students.</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

Our mission is to provide an educational experience that prepares all students to be critical thinkers and college and career ready by focusing our efforts on increasing achievement in literacy through a rigorous balance of focused instruction driven by the common core standards, the arts, and health and nutrition education.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver a rigorous curriculum aligned to the Common Core by increasing their understanding of unit design and performance assessments through targeted ongoing professional development beginning the summer of 2012.	We need to implement a rigorous literacy curriculum as we have below 35% meeting growth targets in literacy for grades 3-8 and 60% in K-2.
2	We will focus on Guided Reading to increase student comprehension; enabling teachers to differentiate instruction by regularly analyzing and monitoring student reading levels.	We need to differentiate our instruction so that all students can be successful at their own instructional level as we have less than 35% of our students meeting their growth targets in literacy for grades 3-8 and 56% in K-2.
3	We will continue to provide an integrated arts, health and nutrition curriculum aligned closely to literacy standards while also impacting students' social/emotional and academic needs.	We would like to continue as a Go For the Gold Award Winning School because students who make better nutritional choices and those who are involved in our arts related programs, have shown an increase in our attendance.
4	Optional	
5	Optional	











