



2012-2014 Continuous Improvement Work Plan

Portage Park Elementary School

O'Hare Elementary Network

5330 W Berteau Ave Chicago, IL 60641

ISBE ID: 150162990252409

School ID: 610135

Oracle ID: 25011



Mission Statement

Portage Park School strives to provide a superior educational setting to prepare our diverse student population for ongoing academic success. We call upon the skills and expertise of our entire learning community--including but not limited to teachers, support personnel, and parents--to facilitate and advance the academic and social skills of our students. We will continue to use the most current teaching materials, methods, and available technology to enhance learning opportunities in a supportive and caring environment.

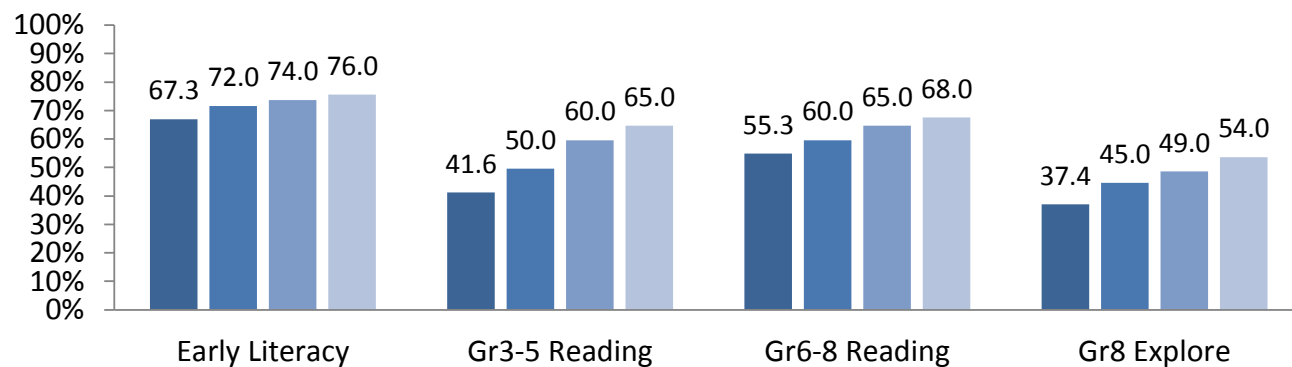
Strategic Priorities

1. Improve reading scores by aligning curriculum and implementing the CCS. Introduce high-interest literature through high-quality rigorous instruction.
2. Improve writing achievement through a sequenced writing program which emphasizes writing as a process and includes a variety of age-appropriate assignments while aligning grammar and usage objectives.
3. Improve mathematics achievement by implementing the CCS and use available technology to offer remediation to students below level.

School Performance Goals

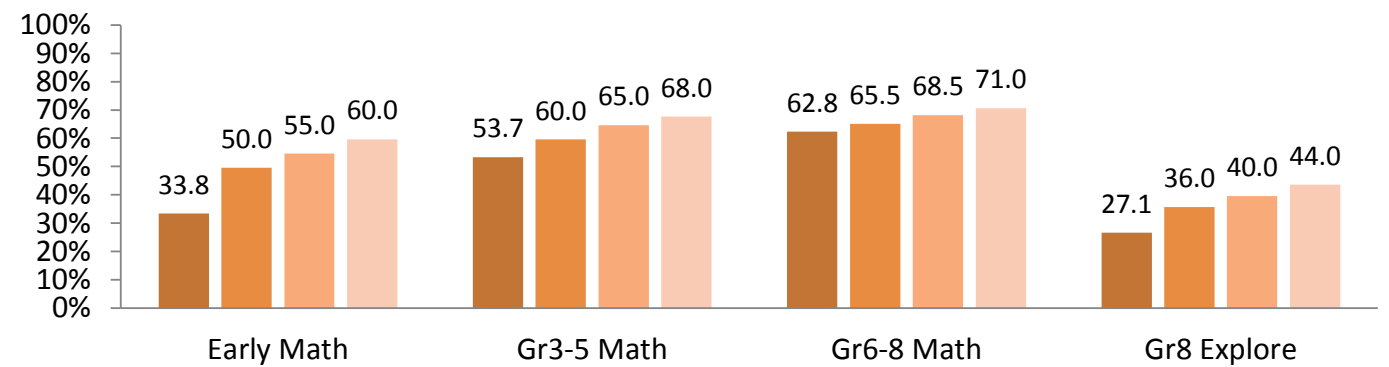
Literacy Performance Goals

■ 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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Portage Park 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
Mark Berman	Principal
Marianne Moseley	Assistant Principal
Linda Rohaly	Classroom Teacher
Sue Sider	Classroom Teacher
Carol Schaeffer	Classroom Teacher
Eiby Torres-Sawczenko	Classroom Teacher
Jeronna Hopkins	Classroom Teacher
Nancy Schultz	Classroom Teacher
Mary Montefinese	Classroom Teacher
Dawn Aguilar	Classroom Teacher
Marlene Tatkin	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	67.3	72.0	74.0	76.0		Early Math % of students at Benchmark on mClass	33.8	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	41.6	50.0	60.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.7	60.0	65.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.9	51.0	54.5	58.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.1	65.0	68.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	55.3	60.0	65.0	68.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	62.8	65.5	68.5	71.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.1	50.0	53.5	57.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.2	55.0	59.0	62.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	37.4	45.0	49.0	54.0		Explore - Math % of students at college readiness benchmark	27.1	36.0	40.0	44.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.2	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	3.7	3.0	2.0	1.2

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	80.1	83.0	85.0	87.0		ISAT - Reading % of students exceeding state standards	21.1	23.0	25.0	27.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.3	87.0	89.0	90.0		ISAT - Mathematics % of students exceeding state standards	22.9	24.0	26.0	28.0
ISAT - Science % of students meeting or exceeding state standards	78.3	80.0	83.0	86.0		ISAT - Science % of students exceeding state standards	20.8	22.0	24.0	26.0

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 ----->			3
	<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 a plan but may have too many competing priorities with regard to common core, rigor, restructuring of the school, and student attendance; our plan needs to weed out conflicting agendas and make our vision the priority.</p> <p>Goals for student growth are identified using test data. PD topics aimed at incorporating "best practice" teaching techniques are touched upon but more in-depth training is needed; we should reach out to our network for additional support. Challenges to teachers include the dilemma of losing instructional time to frequent overlapping test administration.</p>	
DIMENSION 1: Leadership	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>Schoolwide or class specific vision is not consistently focused on college and career readiness.</p> <p>Data is shared and goals are communicated to staff re: PARCC. Principal supports teachers' individual professional goals by approving PD experiences outside of school. Administration needs to meet with all grade level teams to guide teachers in improving instruction.</p> <p>Parents are invited to become active as volunteers and to support student learning.</p> <p>Principal provides only basic information for families on school events. Families and community are occasionally involved in school wide events such as open house or family reading night. Professional learning is organized through whole staff development but is not linked to what happens in the classroom.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>A few voices tend to contribute to the majority of decision making at the ILT and teacher team levels.</p> <p>Each teacher has the opportunity to be invested in the success of the school through leadership in the following areas: ILT membership, curriculum team, union rep, CWIP team, bilingual lead, grade level.</p> <p>We need teacher leadership in the following areas: grant writing, mentoring, family liason, RTI team, DATA team.</p> <p>Every teacher does not choose to participate in whole staff meetings.</p> <p>The ILT performs nearly all leadership duties in the school.</p> <p>The concept of team needs strengthening and/or redefining.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>All grade levels except pre-K are represented on the ILT. Members are responsible for communicating goals and initiatives to their grade levels.</p> <p>The ILT facilitates two-way communication and engages all homeroom teachers in participating and decision making. As members of the CIWP team the ILT will guide the improvement of the school.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teachers need continuous training on analyzing data in order to select specific instructional techniques to work with students. Teachers need to regularly analyze and use the data to help improve student achievement. More collaboration across grade levels would be beneficial in analyzing data.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each grade level has completed a year long curriculum map for reading, writing, math, science, and social studies. These maps include concepts aligned with CCSS and instructional and assessment strategies.</p> <p>Lesson plans are turned in weekly to the administration for review and to Sp. Ed & ELL teachers to compare.</p> <p>Teachers of students with disabilities or ELL are modifying their plans to meet goals.</p> <p>Text books for most subject areas are available and used across grade levels.</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>All grade levels and teams have access to the same sets of instructional materials to use; however an inventory system is needed for lending and sharing materials.</p> <p>Materials have supplemental products for LD and ELL students (differentiated instruction).</p> <p>Primary science materials are teacher made.</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>Data is available to all teachers. Teachers have been trained in how to access data.</p> <p>Grade levels administer district assessments but may not be consistent with all assessments used to monitor students on a more frequent basis.</p> <p>Although grade levels' contents objective are aligned, as are formative and summative assessments, more continuity is needed in teacher-made assessments.</p> <p>Some grade levels are tracked to accomodate and modify weekly to meet different academic needs.</p> <p>Primary data is immediately available to enable teachers to assess on a frequent basis.</p> <p>Dibels data allows teachers to compare LD and ELL students to the norm.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			4
<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>Many teachers display objectives in the classroom for students. Teachers are using HESS matrix to plan lessons to incorporate higher level questioning. Rigorous interactive lessons using Bloom's Taxonomy questioning techniques help all leveled students including LD & ELL. Grade levels that are tracked allow for scaffolding in instruction. Tracking across multiple subject areas also allows for more small group instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>DIBELS testing of primary students is a systematic approach to monitoring students' progress and allows the teacher to identify students who need intensive or strategic support. The school does have a systematic approach to screen intervention, and all teachers have been trained in the process and the paperwork. The school does not have a reading specialist on staff to administer assessments, it is up to the homeroom teacher. Unless the teacher has already done the RTI process successfully, most teachers are inexperienced with the process and have to re-do the required paperwork for a student to be accepted to be screened. Status of referred students is not always made known. Tracking and push-in classes at the intermediate level allow for small group instruction and special ed teacher support. Lack of common prep time between regular ed and special ed teachers limits planning for</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff professional development has its basis in whatever directives the Area or downtown office is emphasizing; this year much of the time has been spent on an introduction to the Common Core Standards and the rest of the time aligning curriculum for College and Career Readiness. No outside speakers have supported us in either of these efforts. There is no method of continually monitoring the effectiveness of staff development except through classroom observations, team meetings, and submitted lesson plans.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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>Teachers meet regularly (as a grade level but not with SpEd or ELL) with intention to plan collaboratively but do spend time reviewing and/or completing assignments from the administration; time allotment is one period per week for grade levels during prep time. Various agendas are carried out and discussed during this time to support individual grade level teachers' programs/instruction. Staff meetings held weekly for informational purposes. The ILT team has been formulated and is in its beginning phase. Monthly professional development meetings allow curriculum planning across grade levels where special ed, bilingual, and specialty teachers join.</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>There is an informal mentoring program in place for new teachers (assistance from grade level teams or ILT). Downtown no longer supports new or experienced teachers unless they are in remediation. Teacher training has begun for peer coaching through informal observations via O'Hare Network.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Every staff member supports and reinforces school goals. Common Core implementation is in the beginning stages. Math needs coherence across all grade levels. Activities for high achievers needs addressing. School clubs and teams provide opportunities for leadership in grades 4-8.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Students have access to adult advocates in their teachers, counselor or social worker. Students with various levels of disabilities are integrated into all class activities. The school celebrates various ethnicities as reflected on the calendar. The school had often hosted an International Night. Our library also promotes various cultures and has bilingual material available. Disrespectful behavior towards adults and/or other students is dealt with through the Student Code of Conduct.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>A demerit and detention system has been created for grades 4-8. The CPS Code of Conduct is utilized for all grades and teachers must initiate discipline referrals to the administration. The CHAMPS behavior program was introduced last fall. There is some inconsistent behavior tolerated across grade levels that the administration needs to address. The school has a welcoming and safe environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Parents are provided with ISAT and promotion expectations. Parents are given test performance information on Scantron & DIBELS reports. Teachers share rubrics and examples of their expectations. The principal provides a monthly newsletter. Many classroom teachers also provide their own newsletters to update parents on all aspects of the classroom. There is a need to increase parent involvement in middle and upper grades perhaps through workshops or assembly presentations.</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>Ongoing communication is prevalent. 5-week progress reports are helpful. Parents are contacted for conferences when needed. Parents can contact teachers through Parent Portal and also keep tabs on their students' progress. Many teachers have their own web pages to inform parents of activities and assignments. Some parents do not provide the school with accurate contact information and are hard to reach.</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>We provide many opportunities for parents and community to become involved in the school: Family Reading Night, Open House, Reach for the Stars, Scholastic Book Fair, Holiday Bazaar, Family Dances, Family Game Night, Community Flea Market, Girls in the Game, D.A.R.E., numerous field trips, classroom volunteers, Winter & Spring Concerts, Farm Family Visits, Parent Book Reads, a year-round student sports program, Adult Jazzercise & Zumba, vision and hearing screenings, Mobile Dentists, NCLB speakers, Carson's Community Days, Junior Achievement, Family Nutrition classes, university sponsored student teachers and observers, collections/walks for Autism and Cancer research, volunteer</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
6: College and Career Readiness Supports	Specialized support ----->			3
	<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>We have a full-time counselor, a full-time case manager, a part-time social worker, a part-time nurse, occupational therapists, and two counseling/social work interns who work with students and families and also refer them to outside agencies. Our preK teachers and classroom aides visit families in their homes at regularly scheduled visits.</p>	
	College & Career Exploration and election ----->			2
	<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>Explore Career Inventory is discussed with students before taking; Career Day Speakers have been offered in the past; presentation to 8th graders regarding high school classes needed for college admission; high school counselor presentations; family life units discuss career paths.</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>Advanced math, science, and English classes are offered; algebra class for high school credit has been offered for seven years; 8th grade library research project topic is careers; foreign language study needs to be offered to upper grade students. Community service requirement enables 7th & 8th grade students opportunities to explore career options.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<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>Numerous field trips at each grade level to local museums and cultural institutions; full sports program offered to grades 5-8; civic duty encouraged through community service and major field trips to Springfield and D.C; music performance at all grade levels with</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	College & Career Assessments ----->			2
	<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. 	Explore test is a precursor to the ACT; Explore also has college and career inventory section.	
	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. 	N/A	
Transitions ----->			2	
	<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>No specific transition procedure from grade to grade except that students meet their next year's teacher at the end of the school year and receive written information re: curriculum and expectations. Teachers are encouraged to meet with grade levels above and below to ease transitions.</p> <p>8th graders do the high school application process with their teachers and counselor input but complete applications on-line; counselor provides support for high school classes selection.</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. 	Discretionary funds are used for additional support staff; funds are also used for supplementary materials; funds have also been used for before and after school programs. Book fee money is a direct support used for each individual classroom to impact student learning. Cell tower funds have been used to purchase smart boards in some classrooms. Textbooks are updated regularly and staff has enough supplies for classroom activities. Teachers actively seek out grants to supplement school libraries. Teachers have not been consulted on some schoolwide purchases such as ST Math, Weatherbug, and leveled readers. Allocation of funds for	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	All departmental teachers are endorsed in their curriculum area. The school works with universities to place student teachers and clinicians. The school has a pool of substitutes to use regularly. Former student teachers and substitutes have been used to fill vacancies. Hiring of new staff is the responsibility of the administrative team and staff members are usually not consulted unless they would have direct dealings with the new hire (team teaching). Teacher applicants are not required to teach sample lessons as part of the hiring process.	
Use of Time ----->			2	
	<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. 	Struggling students with IEPs have dedicated periods or inclusion with a special ed teacher; however, on average some students miss 45 class periods of instruction in one year when special ed teachers are pulled for IEP meetings. Some grades track students where those in the lower tier have more intense instruction. At one time there were three remedial reading teachers available for pullout, now we have none. Teachers spend time before and after school in homework clubs for tutoring. 5th-8th are departmental. The master prep schedule allows for common prep times at a grade	

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

Portage Park School strives to provide a superior educational setting to prepare our diverse student population for ongoing academic success. We call upon the skills and expertise of our entire learning community--including but not limited to teachers, support personnel, and parents--to facilitate and advance the academic and social skills of our students. We will continue to use the most current teaching materials, methods, and available technology to enhance learning opportunities in a supportive and caring environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve reading scores by aligning curriculum and implementing the CCS. Introduce high-interest literature through high-quality rigorous instruction.	Our reading scores level off in the intermediate and upper grades.
2	Improve writing achievement through a sequenced writing program which emphasizes writing as a process and includes a variety of age-appropriate assignments while aligning grammar and usage objectives.	We do have writing portfolios in use now that follow the students from year to year but the quality of work is inconsistent. We do not have grammar books or workbooks at every grade level.
3	Improve mathematics achievement by implementing the CCS and use available technology to offer remediation to students below level.	Too many students score poorly on third grade ISAT math tests and struggle to catch up with their peers.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve reading scores by aligning curriculum and implementing the CCS. Introduce high-interest literature through high-quality rigorous instruction.	Our reading scores level off in the intermediate and upper grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development across grade levels to align K-8 curriculum mapping for proper implementation of CCS	Professional Development	All	Administration	Quarter 1			
Continue with Reading Buddy program that pairs primary and upper grade students to provide tutoring and enhance fluency, comprehension, and to develop a love of reading	After School/ Extended Day	Other student group	Primary teachers	Quarter 2			
Using DIBELS data form rigorous differentiated instruction to meet the skill levels of all students, address deficiencies, and challenge experienced readers.	ILT/ Teacher Teams	Other student group	Primary teachers	Quarter 1			
Purchase non-fiction materials for room libraries to enhance comprehension	Instructional Materials	All	Teacher teams	Quarter 1			
Use Scantron data to create specific skills-based practice for reading	Instructional Materials	All	Teacher teams	Quarter 1			
Beginning in third grade, develop a walking reading program to tailor instruction	Instruction	Other student group	Teacher teams	Quarter 1			
Investigate after school programs that champion CCS	After School/ Extended Day	Other student group	Administration	Quarter 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
Improve writing achievement through a sequenced writing program which emphasizes writing as a process and includes a variety of age-appropriate assignments while aligning grammar and usage objectives.	We do have writing portfolios in use now that follow the students from year to year but the quality of work is inconsistent. We do not have grammar books or workbooks at every grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Consistent grammar instruction across grade levels emphasizing the development of effective speakers and writers.	Instruction	All	Teacher Teams	Quarter 1			
Develop an effective sequenced writing program which emphasizes process writing techniques that build at each grade level.	Instruction	All	Teacher Teams	Quarter 1			
Develop writing portfolios that provide a meaningful snapshot of each child's progression of the writing process	Instruction	All	Teacher Teams	Quarter 1			
Students will use the writing process to produce narratives to develop real or imagined experiences, informative/explanatory texts to examine and convey ideas, and write arguments to support claims	Instruction	Other student group	Teachers	Quarter 2			
Students will produce research projects by gathering information, assessing credibility of sources, organizing information and avoiding plagiarism.	Instruction	Other student group	Teachers	Quarter 2			
Conduct audit of existing grammar texts to ensure alignment to CCS and if need be invest in supplemental materials	Instructional Materials	All	ILT	Quarter 1			



Strategic Priority 2



Strategic Priority 3

