CIWP

2012-2014 Continuous Improvement Work Plan

William H Ray Elementary School

Burnham Park Elementary Network

5631 S Kimbark Ave Chicago, IL 60637

ISBE ID: 150162990252417

School ID: 610142

Oracle ID: 25071

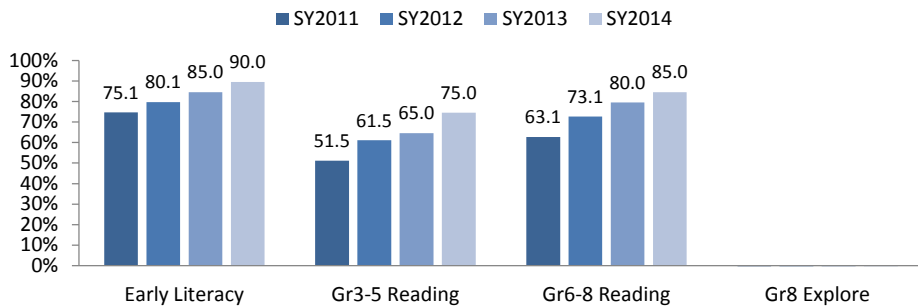CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission of Ray School is to provide a challenging academic program that incorporates learning through the integration of research-based curricula and technology. We promote the education of our diverse student body, including students with special needs, in the most appropriate, inclusive environment. We are committeed to recognizing and encouraging parental involvement and support.
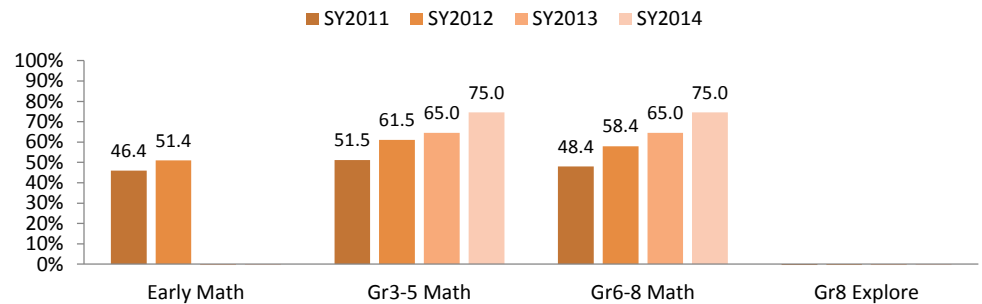
Strategic Priorities

1. Provide systemic cyclical reading and mathematics interventions for Tier 2 and Tier 3 students by addressing curriculum gaps in Tier 1 instruction.

2. Increase schoolwide ownership of a culture of civicmindedness in staff, students, parents, and community by implementing positive systems of support and interaction among all parties.

3. Increase the rigor of core curriculum by integrating world languages throughout the Full School Day.

4. Provide enrichment opportunities for all students outside the general education classroom through challenging, highly engaging college readiness classess.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	75.1	51.5	63.1	
SY2012	80.1	61.5	73.1	
SY2013	85.0	65.0	80.0	
SY2014	90.0	75.0	85.0	

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	46.4	51.5	48.4	
SY2012	51.4	61.5	58.4	
SY2013		65.0	65.0	
SY2014		75.0	75.0	

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP   CHICAGO PUBLIC SCHOOLS | CPS

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:	William H Ray 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
Tatia Beckwith	Principal
Jeffrey Alstadt	Assistant Principal
Brenda Rogers	Counselor/Case Manager
Rebecca Graham	Classroom Teacher
Heather Hall	Classroom Teacher
Chandra Garcia	Lead/ Resource Teacher
Shalini Prasad-Heintz	Classroom Teacher
Crystal Watson	LSC Member
Timothy May	LSC Member
Lisa Samra	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	75.1	80.1	85.0	90.0	**Early Math** % of students at Benchmark on mClass	46.4	51.4	NDA	NDA

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.5	61.5	65.0	75.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	51.5	61.5	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.6	63.6	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.3	54.3	65.0	75.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	63.1	73.1	80.0	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	48.4	58.4	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	60.8	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.0	60.0	65.0	75.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	6.7	5.0	4.0	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	82.7	87.7	90.0	92.0		**ISAT - Reading** % of students exceeding state standards	35.2	40.2	45.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	84.7	89.7	90.0	92.0		**ISAT - Mathematics** % of students exceeding state standards	31.8	35.8	45.0	50.0
ISAT - Science % of students meeting or exceeding state standards	78.3	83.3	90.0	92.0		**ISAT - Science** % of students exceeding state standards	19.6	24.6	33.0	50.0

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
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• 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.	• 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.	The school has established goals for student achievement at the school level without a specific plan for implementation at the grade and classroom levels. The school has established a strategic plan, driven by the ILT with minimal staff and community input.	
	Principal Leadership	-->		**2**
	• 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.	• 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.	Principal has set a high level of expectation of rigorous instruction. Monitoring quality of instruction occurs only through the CPS teacher evaluation system. Teachers set goals in an informal fashion.	

Date Stamp November 22, 2012

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
Teacher Leadership	-->		**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers are participating in multiple groups (vision committees, grade level teams, vertical articulation teams). Teachers have attended ILT for a variety of purposes. Teachers are motivated to participate in professional development and feel ownership in the success of the school.	

Date Stamp November 22, 2012

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
Instructional Leadership Team (ILT)	-->		**3**
• 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.	• 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	ILT includes critical areas of expertise including multi-grade level teachers, case manager, special education, ESL and RtI. ILT includes peer coaches, designs PD based on alignment to staff needs and data while addressing district mandtes, and manages grade level team and vision committee communication tools.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Classroom teachers and interventionist analyze NWEA data and progress monitor student work regularly to determine RtI needs for individual students. Staff has been trained in NWEA data analysis, and is provided time and tools for reflection and planning according to data following each NWEA test session. The interventionist serves as school data coordinator.	

Date Stamp November 22, 2012

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 2: Core Instruction	***Curriculum***	--->		**3**
	• 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.	• 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.	Long and short term lesson plans differentiate by learner need. Grade levels identify common assessment goals and the CCSS that correlate, and work collaboratively to meet multiple learner needs. The majority of students are exposed to learner-appropriate complexity and use a balanced number of fiction and informational text. Informational texts are used across curricular areas.	
	Instructional materials	--->		**3**
	• 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.	• 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).	Each grade level team has a set of instructional materials that is aligned with standards. Teachers have had training and are able to access Everyday Math Crosswalk to align materials with standards. Teachers use multiple resources to meet the needs of various learners.	

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.

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
Assessment	-->		**3**
• 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.	• 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.	K-6 consistent growth assessment is used. Accomodations are routinely used for students with IEPs, with 504s and in RtI Tiers 2 and 3. Entire staff receives professional devlopment in accessing and analyzing NWEA and classroom data as new information is available. Grade level teams develop assessments that align with classroom instruction. Multiple assessments and student work samples are used in evaluating student placement and success in RtI, and in making instructional decisions.	

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
Instruction	-->		**2**
• 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.	• 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.	Most teachers communicate with students the standards-based learning objective, directions and procedures as well as the relevance of learning. Most teachers scaffold and differentiate instruction to ensure all students access complex texts and engage in complex tasks. Most teachers regularly use formative assessment during instruction to monitor student progress and check for understanding of student learning. All of these are evidenced in teacher observations and grade level team meeting notes.	

Date Stamp November 22, 2012

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
Intervention	-->		**3**
• 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.	• 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.	Interventionist regularly administers assessments to screen and diagnose skill gaps. Interventions are delivered by pull out interventionist services and some push in services. Interventions in most classrooms include small group support. Interventions are closely monitored by the interventionist who meets with most classroom teachers to make adjustments every 4 weeks.	
Whole staff professional development	-->		**4**
• 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.	• 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.	The school has a year-long, focused plan for whole staff PD that is aligned to school-wide priorities. Differentiation and the implementation of CCSS were the foci for the 2011-2012 school year, as determined by a mix of staff needs and district direction. ESPs receive training that parallels certified staff training. Professional development follow up is managed through grade level team and vision committee meetings.	

(left margin: Professional Learning)

Date Stamp November 22, 2012

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 3:	*Grade-level and/or course teams*	--->		**2**
	• 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.	• 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.	Teachers collaborate weekly to analyze formative assessment data and plan weekly instruction-approximately half of the grade level teams accomplish these tasks regularly. Each grade level team is supported by an ILT member. Some grade level teams share ownership for results in student learning.	
	Instructional coaching	--->		**2**
	• 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.	• 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.	Formal support for new teachers comes from district-sponsored induction or university programs. Informal support for new teachers is offered in the form of first semster weekly meetings with the assistant principal. Additional classroom observations and post-conferences were offered to new and struggling teachers by the principal. Co-teaching and peer coaching requests were granted on an as-needed basis by ILT members.	

Date Stamp November 22, 2012

William H Ray Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Most staff members reinforce school expectations for all students to aspire to college readiness standards via classroom conversation and student goal setting. The school has developed and will be executing an intentional plan to build and maintain a college-going culture via Ray University, an enrichment program to begin during the 2012-2013 school year. Principal's cabinet, student council, and classroom jobs provide leadership roles for students and an expression of student voice.	
	Relationships	-->		**3**
	• 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.	• 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.	Most interactions are respectful as a result of support staff training and new adminstrative expectations. Students with disabilities are fully engaged in the school, often interact with general education peers, are in classrooms that are located near peers, and participate in school events and extra-curriculars. Staff and PTA intentionally seek out cultural information and provide activities that are relevant.	
	Behavior& Safety	-->		**3**

Date Stamp November 22, 2012

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
• 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.	• 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.	The school is piloting components of a school-wide, systematic approach to student discipline-Commitment over Compliance will be implemented school-wide for the 2012-2013 school year. Changes in visitor entrance and check-in procedures have resulted in a climate shift to a safe environment that is conducive to learning. Students are welcomed and dismissed by teachers and administrators daily.	

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
	Expectations	-->		3
DIMENSION 5: Family and Community Engagement	• 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.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal coordinated presentations for parents with the PTA and LSC on school choice, NWEA assessments, school improvement, and full school day. Teachers communicate often with parents in face to face meetings, via email, and by telephone regarding student work and NWEA results and progress. Parents were given the opportunity to take NWEA assessments during report card pick up.	
	Ongoing communication	-->		3
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Teachers and administrators engage in two way communication with families daily. Administration, social worker, and counselor coordinate family meetings to resolve conflicts.	
	Bonding	-->		3

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	• 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.	The school has established a non-threatening environment via communication protocols that require respectful exchanges. The 2012-2013 Ray University plan invites families and community partners to be active participants in enrichment at the school. School staff provides frequent opportunities for family engagement: math night, literacy night, Lunar New Year celebration, International night, Poetry Slam, Ray Festival, Pre-K fundraiser, Teddy Bear Picnic, All school picnic, Ray Olympics, 6th grade musical, 3rd grade play, Fall Assembly, Winter Assembly, Spring Assembly, Black History Month Assembly, Latin Olympics, Bike/Walk to School Day, Ice Cream Social.	

Date Stamp November 22, 2012

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
Specialized support	-->		3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff reaches out to families in need and works with social service agencies to deliver services. School staff mediates conflicts between families at the school in order to meet family and student needs.	
College & Career Exploration and election	-->		2
• Information about college or career choices is provided.	• 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.	The school provides career and college exposure as grade level appropriate.	
Academic Planning	-->		2
• 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.	• 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.	The school provides support for preparation for college through an adademic program that is aspiring to rigor.	
Enrichment & Extracurricular Engagement	-->		2
• 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.	• 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.	Extra curricular activities are provided from 3:45-4:45 based on staff interests and volunteer availability. District-involved basketball teams for 5th and 6th grade boys and girls are provided.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
DIMENSIO *College & Career Assessments*	-->		**1**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students do not participate in college and career ready assessments.	
College & Career Admissions and Affordability	-->		**1**
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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**
• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Transitions between key grades provide families with the required paperwork/information.	

Date Stamp November 22, 2012

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*	-->		**2**
	• 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.	• 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.	School allocated discretionary spending to partially align with identified needs and strategic priorities: computer purchase, technology teacher position, support of after-school programs, support of World Language program. School plans for 2012-2013 include raising outside funds to reduce class size and provide enrichment.	
	Building a Team	-->		**4**
	• 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.	• 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.	Hiring is conducted to directly meet student needs: two half time teachers were hired 2011-2012 school year to reduce class size in kindergarten and fourth grade. The multi-step interview process involves grade level teams, specialists, and administration. When applicable, the interview process involves demonstration of instructional skills via live teaching observation. Active recruitment of student teachers and interns is intended to broaden the pool of potential candidates.	
	Use of Time	-->		**4**

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
• 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.	• 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.	The school schedule is designed based on student needs (fewer transitions, age-approriate core instruction timing) and the provision of opportunities for integration across the curriculum. The schedule accommodates weekly grade level team collaboration. Students who are approaching standards receive structured interventions in dedicated blocks of time that occur outside of new instruction.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

The mission of Ray School is to provide a challenging academic program that incorporates learning through the integration of research-based curricula and technology. We promote the education of our diverse student body, including students with special needs, in the most appropriate, inclusive environment. We are committed to recognizing and encouraging parental involvement and support.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide systemic cyclical reading and mathematics interventions for Tier 2 and Tier 3 students by addressing curriculum gaps in Tier 1 instruction.	Data indicates the Tier 2 interventions for targeted groups have been meeting the needs of students, suggesting that an increase in Tier 2 interventions schoolwide will increase the number of students who meet growth targets.
2	Increase schoolwide ownership of a culture of civicmindedness in staff, students, parents, and community by implementing positive systems of support and interaction among all parties.	Data indicates a small decrease in instructional time which can be regained by reducing out of class time caused by office referrals.
3	Increase the rigor of core curriculum by integrating world languages throughout the Full School Day.	Stakeholders have indicated and studies have shown that increased exposure to world languages increases ELA skills, which will be achieved on a full day, school wide basis through integration of all world language programs during the regular school day and the college readiness Ray University block.
4	Provide enrichment opportunities for all students outside the general education classroom through challenging, highly engaging college readiness classess.	Input from stakeholders and analysis of data indicates that Ray School needs to better address the needs of all students. This can be accomplished through the incorporation of a wide range of culturally-rich, humanities-based educational opportunities.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide systemic cyclical reading and mathematics interventions for Tier 2 and Tier 3 students by addressing curriculum gaps in Tier 1 instruction.	Data indicates the Tier 2 interventions for targeted groups have been meeting the needs of students, suggesting that an increase in Tier 2 interventions schoolwide will increase the number of students who meet growth targets.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Leadership Team will attend the 2012 Midwest Conference on Differentiated Instruction.	Professional Development	All	Leadership Team	Summer 2012	Summer 2012	On-Track	
Develop online database collection tool.	Instructional Materials	All	Leadership Team	Summer 2012	Summer 2012	On-Track	
Facilitate training on use of online database collection tool.	Professional Development	All	Leadership Team	Summer 2012	Summer 2012		
Implement use of online database tool.	ILT/ Teacher Teams	All	Staff/Leadership Team	Quarter 1	On-going		
Monitor effectiveness of pd and curricula delivery.	ILT/ Teacher Teams	All	Leadership Team	Quarter 1	Year 2		
Identify, engage, and retain partnerships and initiatives to bring new and diverse opportunities.	LSC/ PAC/ PTA	All	LSC	Summer 2012	On-going		
Partner with University of Chicago and state to increase student engagement in reading and math.	LSC/ PAC/ PTA	All	PTA	Summer 2012	On-going		
Hold parent infromational meetings to communicate data information and RtI progress.	Parental Involvement	All	PTA, Leadership Team	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase schoolwide ownership of a culture of civicmindedness in staff, students, parents, and community by implementing positive systems of support and interaction among all parties.	Data indicates a small decrease in instructional time which can be regained by reducing out of class time caused by office referrals.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will attend an RtI/PBIS refresher course.	Other	All	RtI Team	Quarter 1	On-going		
Staff will complete Staff Assessment Survey.	Professional Development	All	RtI Team	Summer 2012	On-going		
School will complete Team Implementation Checklist 4 times/year.	Professional Development	All	RtI Team	Quarter 1	On-going		
Implement interventions that are research-based.	Instruction	All	RtI Team	Quarter 1	On-going		
Continual teaching of schoolwide expectations and utilization of acknowledgement.	Instruction	All	Staff	Quarter 1	On-going		
Development of home/school curriculum for civic education.	Parental Involvement	All	Leadership Team/PTA	Quarter 1	On-going		
Plan, organize, and implement a student LSC for peer-peer recognition.	Instruction	Other student group	LSC	Quarter 1	On-going		
Recruit and retain parent members to serve on the PBIS committee.	Parental Involvement	All	RtI Team	Summer 2012	On-going		
Communicate behavioral expectations and progress with parents.	Parental Involvement	All	RtI Team	Quarter 1	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the rigor of core curriculum by integrating world languages throughout the Full School Day.	Stakeholders have indicated and studies have shown that increased exposure to world languages increases ELA skills, which will be achieved on a full day, school wide basis through integration of all world language programs during the regular school day and the college readiness Ray University block.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff Spanish immersion experiences	Professional Development	Not Applicable	Spanish Teachers, Staff	Summer 2012	On-going		
Vertical alignment of Spanish and Latin curricula and instruction.	Professional Development	All	District WL, Spanish Teachers, Latin Consultant, Principal	Summer 2012	Summer 2012		
Long range integration planning and CCSS alignment.	Professional Development	All	Spanish Teachers, Latin Consultant, Staff	Summer 2012	Summer 2012		
Pilot world language integration in social science and language arts.	Instruction	All	Spanish Teachers, Latin Consultant, Staff	Quarter 1	On-going		
Pilot language choice/self-directed study integration.	Instruction	All	SpanishTeachers, Latin Staff, Ray University Staff	Quarter 1	On-going		
Integrate conversational Spanish with native speakers throughout the Spanish curriculum.	Instruction	All	Spanish Teachers, Staff	Quarter 1	Summer 2013		
Assess and refine alignment and integration based on pilot results.	Instruction	All	Spanish Teachers, Staff, Latin Consultant, Leadership Team	Summer 2013	Year 2		
Hold informational meeting for parents on world language integration and alignment.	LSC/ PAC/ PTA	All	PTA, Spanish Teachers, Latin Consultant	Quarter 1	Quarter 1		

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

William H Ray Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

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

Strategic Priority Description	Rationale
Provide enrichment opportunities for all students outside the general education classroom through challenging, highly engaging college readiness classess.	Input from stakeholders and analysis of data indicates that Ray School needs to better address the needs of all students. This can be accomplished through the incorporation of a wide range of culturally-rich, humanities-based educational opportunities.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan Ray University curriculum.	Professional Development	All	Enrichment Staff	Summer 2012	Summer 2012		
Professional development on guiding students through self-directed study.	Professional Development	All	Enrichment Staff	Summer 2012	Summer 2012		
Coordinate curriculum with external partners.	Professional Development	All	Enrichment Staff, External Partners	Summer 2012	Summer 2012		
Implement Ray University with quarterly validity checks.	Instruction	All	Enrichment Staff, External Partners	Quarter 1	On-going		
Conduct parent training on Ray University.	Parental Involvement	All	Principal/PTA	Quarter 1	Quarter 1		
Implement Ray University showcase as a year-end culminating event.	Instruction	All	Enrichment Staff	Quarter 4	Quarter 4		
Hold annual Ray University Groundbreaking event to recruit additional external partners.	Other	All	Principal	Quarter 4	Quarter 4		
Assess and refine Ray University based on quarterly validity check data.	ILT/ Teacher Teams	All	Enrichment Staff	Summer 2013	Summer 2013		
Implement refined Ray University.	Instruction	All	Enrichment Staff	Year 2	Year 2		

Date Stamp November 22, 2012

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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