



## 2012-2014 Continuous Improvement Work Plan

# William H Ryder Math & Science Specialty ES

Englewood-Gresham Elementary Network

8716 S Wallace St Chicago, IL 60620

ISBE ID: 150162990252429

School ID: 610153

Oracle ID: 25191



### Mission Statement

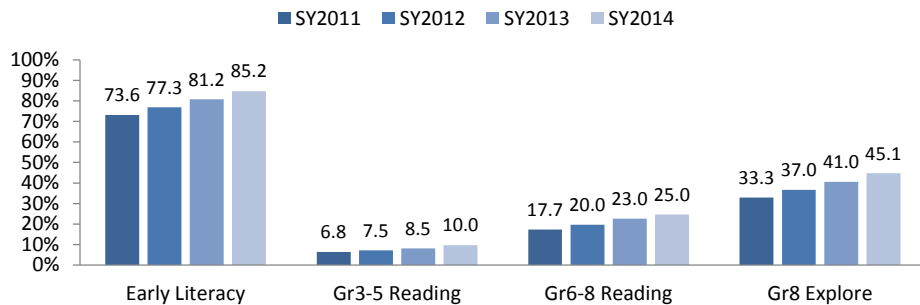
The mission of our school is to provide a challenging curriculum as students exceed Common Core Learning Standards. Learning will promote better understanding of other cultures, social awareness and the development of appropriate social skills. All students will engage in hands on activities, performance projects, as we emphasize strong values and high morals. Mathematics, science, and technology are integrated into content areas to provide students a rigorous and motivating curriculum.

### Strategic Priorities

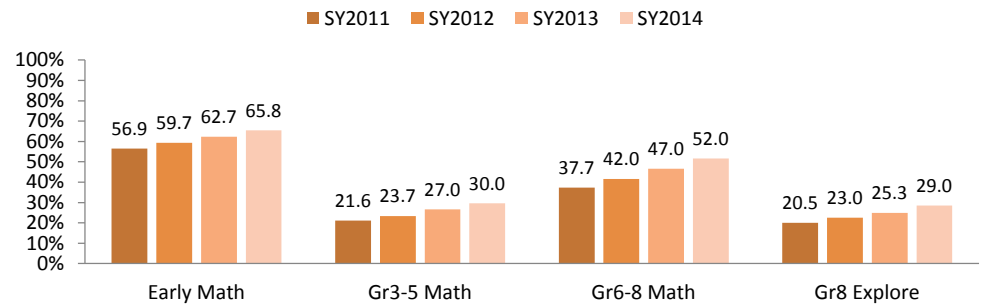
1. All students receive rigorous instruction based on curricula developed to adhere to Common Core State Standards, National Standards and Illinois State Standards. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.
2. Focus on differentiation techniques in mathematics for grades 3, 6, and 8. Use of centers, enrichment, small group instruction, partnered work, one on one with teacher, use of more manipulatives. Use of Scantron software to target academic skills.
3. Increase student achievement to state mandated levels. Increased academic focus in literacy on all students including those with special needs. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	William H Ryder Math & Science Specialty ES

**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
Janice Preston	Principal
Marc K. Bickham	Assistant Principal
Charnelle Evans	Classroom Teacher
Zahira Hassan	Classroom Teacher
Katie Derington	Classroom Teacher
Jacqueline Sercye	Special Education Faculty
Fayvelle Buie	Special Education Faculty



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	73.6	77.3	81.2	85.2	<b>Early Math</b> % of students at Benchmark on mClass	56.9	59.7	62.7	65.8
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	6.8	7.5	8.5	10.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	21.6	23.7	27.0	30.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	32.7	36.0	40.0	44.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	37.5	42.0	47.0	52.0
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.7	20.0	23.0	25.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	37.7	42.0	47.0	52.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	37.0	40.0	45.0	50.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	44.6	50.0	55.0	61.0
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	33.3	37.0	41.0	45.1	<b>Explore - Math</b> % of students at college readiness benchmark	20.5	23.0	25.3	29.0



## 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
<b>Attendance Rate</b> Average daily attendance rate	93.0	94.5	95.0	96.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	22.5	20.0	15.0	10.0					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	59.0	65.0	72.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.6	7.0	9.0	12.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	58.9	65.0	72.0	80.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	10.6	12.0	15.0	20.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	50.0	55.0	61.0	67.1		<b>ISAT - Science</b> % of students exceeding state standards	0.0	5.0	10.0	12.0

### 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The ILT has developed a quarterly action plan that addresses how we will raise academic achievement. This is accomplished by the identification of the tasks needed to be completed over the course of the year and the persons responsible for monitoring and implementing those tasks. The action plan identifies a time line that serves as a benchmark tool to keep the school on track to accomplish all goals.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal conducts daily classroom observations and follows up by providing teachers with feedback on instructional practices. The teachers are able to meet with the principal and the ILT to collaborate on teaching methods and lessons that can be improved and to discuss successful lessons and methods that can be shared school-wide.</p> <p>The principal also attends all cluster meetings weekly and provides instructional leadership when the cluster members are reviewing student work and collaboratively discussing best practices.</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
<b>Teacher Leadership</b> ----->			
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Every teacher has the opportunity to attend all instructional meetings. Each cluster, departmental area, and grade level meets weekly to analyze student work, assessment data, and instructional practices aligned with the Common Core Standards in order to raise achievement.</p> <p>Furthermore, all teachers are welcome to serve on the School Improvement committee and are free to bring resources in to the school that will benefit all students.</p> <p>Teachers are continually provided PD that they bring back to the school and share with their peers and participate in a peerr mentoring process where they reflect on their colleague's work and methods and offer suggestions to push them to enhance their teaching skills.</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
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>			
<p>We have created a quarterly action plan targeting 5 dimensions that when address will improve student achievement. Each area focuses on a particular area (i.e. instruction, school climate, teacher capacity, etc.) and will be monitored throughout the school year by using assessment data to determine progress and if we are on-track to meeting all the outlined objectives.</p> <p>The document clearly states the key tasks that need to be accomplished, the persons responsible, and the timeline for monitoring its completion.</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
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>We have created unit plans aligned to the Common Core Standards to address what is necessary to be taught throughout the school year. We departmentalize classes from grades 3 through 8 and pair teachers by cluster and grade level and build common planning time into the master schedule to maximize collaboration between teachers.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>We use leveled readers throughout all grades and students are given instructional material appropriate to their current level of achievement. Students are assessed initially and throughout the year and as their reading level improves, the instructional material given to them is more rigorous.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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>				



### 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>We use Scantron data throughout the year to obtain real-time data on every student. Teachers are encouraged to use the testing system, including during times outside of the CPS assessment window to gather data on their students and modify their lessons accordingly. The target scores for each student is identified and their progress charted. The students are taught to use a self-monitoring tool to also chart and track their own progress to chart how much they are on track to meet their goals.</p> <p>The teachers also collaborate with one another during cluster meetings where they bring student work and discuss ways to improve instructional practices on a weekly basis.</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
<p><i>Instruction</i> -----&gt;</p>			<p><b>3</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>		

### 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
	<b>Intervention</b> ----->			
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>		
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	Teachers attend PD on Common Core and best practices throughout the school year. These teachers bring the knowledge gained back to the school and present it to the remaining staff. The teachers then integrate the new knowledge in to their daily practices to improve instruction.	

### 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
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Common planning time is built in to the master schedule to give teachers common planning time on a daily basis. Teachers also meet in cluster groups on a weekly basis around instructional areas to analyze student work. Departmentalized teachers have common planning time that is used for collaboration around similar students to address instructional improvement and academic achievement.	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>		

### 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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>8th grade students participate in student council each school year. The school counselor conducts career days where members of the business community come to the school to speak to the students and introduce them to various careers. Colleges visit the school for mentoring and future planning of careers in the 6th through 8th grade years and this same group completes the My School, My Voice survey which is included in the school improvement plan that is developed bi-annually.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>		
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Discipline is managed based on the student discipline code. All staff are free to mentor students to teach them positive behaviors to eliminate future occurrences. Discipline measures are practiced on a preventive method rather than a reactionary one.</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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Information on school performance is provided to the parents on a monthly basis through the monthly newsletter which also contains pertinent information. Parents are also welcome to come to the school and sit in on their child's classes to observe instruction. During open house, family night, literacy night, math and science day, etc. parents are informed about what is expected of their children and the requirements on what they need to achieve to pass to the next grade level.	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Each teacher sends home a monthly classroom newsletter to keep them abreast of how the students are doing in the class. Achievement is celebrated and requirements are outlined. Parents also use the ParentPortal to monitor their child's grades and communicate with the teacher about their concerns. Teachers frequently call parents about changes in their student's achievement level to address concerns before they affect student achievement.	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes a non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	The school has an open door policy where parents can come visit the school at any time to see how their child is progressing in class. The school has student work exhibitions throughout the year to celebrate achievement and display exceptional work. This is done through science fairs, literacy and math nights, family days, and achievement assemblies.	

### 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
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School counselor meets with parents in need and recommends services and agencies to assist those who need it.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>		
<b>Academic Planning</b> ----->				
	<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	N/A	
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	We use many community based partnerships to bring activities in to the school. After school and on Saturdays have programs throughout the year around many athletic and academic areas that build the student socially and academically. Through sports, girl scouts, drama,	

### 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
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	N/A	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
<b>Transitions</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>		



### 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Monies allotted to the school are spent on areas that affect instruction and classroom practices. Needed materials are identifies and purchased to bring the most up-to-date resources for student use. Monies are also used to purchase new technology (i.e. Smart Boards) that enhance the classroom experience.</p>		
	<b>Building a Team</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Ryder has a very low turnover rate and addresses vacancies as needed. The staff that is currently employed enjoys working with the school community and has a committed vested interest in student growth. The "family" feeling that is created builds a positive school culture that the students enjoy and feel comfortable in. This is also seen in the student survey of the My School My Voice survey where the students indicate that they feel Ryder has a very nurturing environment centered around growth and acheivement.</p>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>The master schedule is centered around maximizing the instructional time for students. Grade level and departmentalized teams have collaboration time also built in to the schedule along with common planning prep periods. Those students who are struggling have a teacher who pulls them for intervention and remediation during the school day to keep them on track toward academic growth.</p>			

Date Stamp November 22, 2012



### Mission & Strategic Priorities

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

### Mission Statement

The mission of our school is to provide a challenging curriculum as students exceed Common Core Learning Standards. Learning will promote better understanding of other cultures, social awareness and the development of appropriate social skills. All students will engage in hands on activities, performance projects, as we emphasize strong values and high morals. Mathematics, science, and technology are integrated into content areas to provide students a rigorous and motivating curriculum.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	All students receive rigorous instruction based on curricula developed to adhere to Common Core State Standards, National Standards and Illinois State Standards. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.	Aligning the curriculum to the Common Core State Standards will increase the rigor in all classrooms and enable the school to raise the percentage of students who meet and exceed state standards.
2	Focus on differentiation techniques in mathematics for grades 3, 6, and 8. Use of centers, enrichment, small group instruction, partnered work, one on one with teacher, use of more manipulatives. Use of Scantron software to target academic skills.	The number of students at or above grade level in math on scantron/NWEA is below 40% and the number of students making growth targets is below 50%. By adapting a more differentiated curriculum and instructional techniques in all classrooms, the percentage rates in each of these areas will rise toward expected levels.
3	Increase student achievement to state mandated levels. Increased academic focus in literacy on all students including those with special needs. Provide more rigorous instruction. Teachers will document daily interventions of instructional standards with differentiated instruction.	The number of students at or above grade level in literacy on scantron/NWEA is below 20% and the number of students making growth targets is below 40%. By adapting a more differentiated curriculum and instructional techniques in all classrooms, the percentage rates in each of these areas will rise toward expected levels.
4	Optional	
5	Optional	





Strategic Priority 1






**Strategic Priority 2**






Strategic Priority 3							





