CIWP

2012-2014 Continuous Improvement Work Plan

Theophilus Schmid Elementary School

Lake Calumet Elementary Network

9755 S Greenwood Ave Chicago, IL 60628

ISBE ID: 150162990252442

School ID: 610178

Oracle ID: 25391
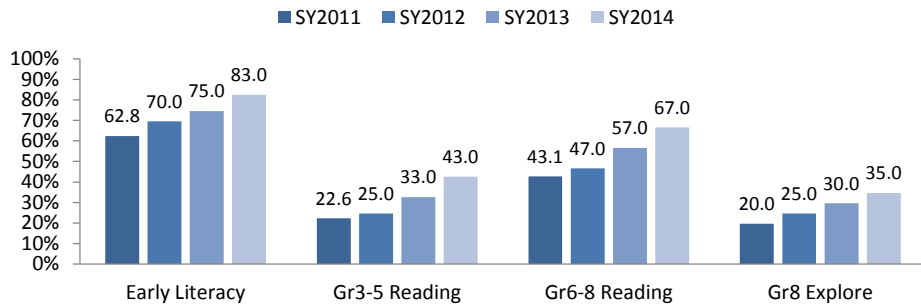
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Mission Statement

Our mission is to develop a GLOBALLY COMPETITVE community of life-long learners that are empowered with limitless opportunities and equipped with the necessary skills to excel in COLLEGE and CAREERS in the 21st century.
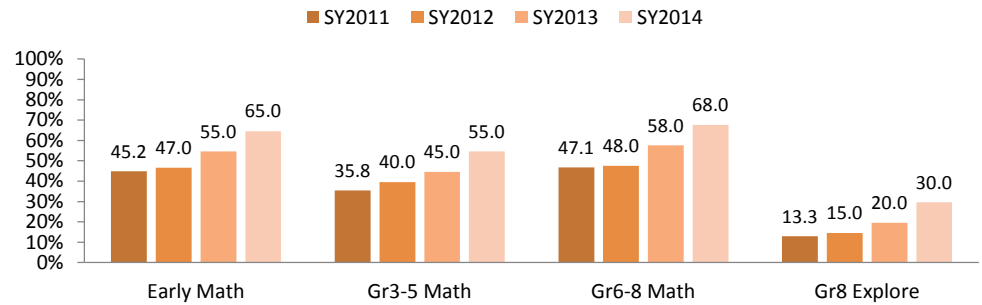
Strategic Priorities

1. Monitor students academic progress In Literacy via the use and analysis of exit slips aligned to the Common Core State Standards.

2. To improve upon teacher teams as related to the ILT rubric.

3. Monitor students academic progress In Math via the use and analysis of exit slips aligned to the Common Core State Standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	62.8	70.0	75.0	83.0
Gr3-5 Reading	22.6	25.0	33.0	43.0
Gr6-8 Reading	43.1	47.0	57.0	67.0
Gr8 Explore	20.0	25.0	30.0	35.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	45.2	47.0	55.0	65.0
Gr3-5 Math	35.8	40.0	45.0	55.0
Gr6-8 Math	47.1	48.0	58.0	68.0
Gr8 Explore	13.3	15.0	20.0	30.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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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:	Theophilus Schmid 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
Rona Simmons	Principal
Stacy Wright	Assistant Principal
Carolyn Curtin	Counselor/Case Manager
Allania Moore	LSC Member
Beth Pate	Classroom Teacher
Betty Malcom	Classroom Teacher
Quilan O'Grady	Special Education Faculty
Sherria Young	Special Education Faculty
Ericka White	Parent/ Guardian
Lizzy Onuselogu	Classroom Teacher
Clifton Smith	Other
Kimberly Brown	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	62.8	70.0	75.0	83.0	**Early Math** % of students at Benchmark on mClass	45.2	47.0	55.0	65.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.6	25.0	33.0	43.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	35.8	40.0	45.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.9	52.0	59.0	69.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.5	58.0	65.0	75.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.1	47.0	57.0	67.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.1	48.0	58.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.2	58.0	68.0	78.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.3	56.0	66.0	76.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	20.0	25.0	30.0	35.0	**Explore - Math** % of students at college readiness benchmark	13.3	15.0	20.0	30.0

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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	92.1	93.0	95.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	67.1	30.0	25.0	20.0

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	59.0	67.0	76.0	86.0		**ISAT - Reading** % of students exceeding state standards	6.7	8.0	15.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.2	75.0	85.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	17.1	17.0	20.0	30.0
ISAT - Science % of students meeting or exceeding state standards	86.7	86.0	90.0	95.0		**ISAT - Science** % of students exceeding state standards	30.0	25.0	30.0	40.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action***	--->		**2**
	• 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.	Literacy is the school's priority specifically the development of balanced literacy classrooms specifcally focused on guided reading, independent reading, whole group read alouds and mini-lessons 5 & 10 week instructional action plans are created based of on Benchmark Scantron and DIEBLS data anaylsis as well as other interim assessment data and teacher created summative and formative assessments aligned to Illinois Reading Assessment Framework and Common Core State Standards.	
	Principal Leadership	--->		**3**
	• 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.	Weekly grade level meetings consist of student work analysis and individual student goal-setting Principal has created a wide range of knowledge of college readiness opportunities via professional readings and professional development centered around unpacking Common Core Standards and increasing academic rigor in classroom delivery and instruction The "New" Schmid has designed core values that stand to empower families and communities through their visions. Principal gives very clear overall academic goals for scholars at each grade level and as well as a specific frameworks for instruction. Through weekly staff meetings principal has used professional text "Teach Like a Champion" to build professional capacity of teachers in the areas of entry procedures, attention getting moves and formative assessment techniques; building a level of schoolwide consistency regarding instructional techniques and classroom	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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	About 75% of teachers are involved and comfortable in leadership roles; but not all staff/teachers participate. More often than not we here at Schmid go represent the success of the school through leadership roles as defined by ILT, Culture Committee, common core meetings and grade level team . ILT developed in January and meeting minutes shared with staff via email and in staff meetings.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**2**
• 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	Teachers from all levels are represented – new (2), veteran (3), general (2)and special education (3). The leadership team had implemented a wide range of strategies; using data will empower the staff and students and the development of Professional Learning Cycle to build teacher capacity around best practices. The staff has made adjustments accordingly such as using data to improve instruction and introduce new teaching strategies. It is still in the early stages of development and implementation at this time.	
Monitoring and adjusting	--->		**2**
• 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.	GLM of analysis of student work takes places every Monday during a double-block period. GL teams analyze Friday assessments form the previous week to determine areas of strengths and re-teaching points. Re-teaching plans are not implemented consistently. Analysis of Scantron data takes place 1-2 days after scholars are tested. 5 week plans are developed for small group, whole group and individual instruction. Plans are implemented in classrooms. Next steps need to be taken to access scholars after the 5 week plan has	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum* -->			2
	• 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.	100% of Schmid teachers follow a long term scope and sequence of what we are teaching (Dr. Radner , quarterly problem of practice, Pre ISAT 5 week plan) 6 of 8 teachers consistently seek to differentiate instructional strategies and identify materials to design instruction at each scholar's level . More training and a greater variety of materials is necessary for successful implementation of this planning. Grade level planning takes place on a weekly basis between SPED and general education teachers typically on Wednesdays and Thursdays afterschool in informal meetings. Reading leveled libraries need development with more non-fiction texts to support CCSS. Libraries are currently made of 60% fiction and 40% non-fiction.	
	Instructional materials -->			2
	• 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).	We do have Reading materials at a variety of levels (F & P independent and guided reading libraries). Leveled/differentiated Science and Math materials do not exist. Cuurently, there are incomplete and inconsistent sets of math texts from 1 year to next. texts have been ordered from SY 2013. ⬚	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	Student Data binders are not implemented to allow for student ownership of learning Lacking consistent use of assessments DIBELS and mClass progressing monitoring BAS follow-up assessment to 5-week plans daily informal assessments (i.e. exit tickets) to guide the next day's instructional plan Data is posted around the school Formal, summative assessments are utilized (DIBELS, mclass, scantron) but there is a lack of informal assessments and performance based tasks being consistently used throughout the school. There is a rubric for evaluation of data. We meet and discuss the	

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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.	There is a movement currently afoot to use high level questioning techniques such as QAR & training students to be questioners. Instruction is not always consistent across the board with regards to communication of learning objectives and relevance. We also need to improve on high order thinking questions on a consistent basis. Teach Like A Champion is being used to slowly implement common instructional strategies throughout the building. 100% continue to use whole group instruction as the primary mode of delivery in the classrooms.	

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Intervention	--->		**2**
• 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.	RTI meetings don't consistently happen and students placed in RTI don't have sufficient documentation or data. Weak area. The school needs an adequate number of staff members to achieve this goal. Consistent PD needs to be offered to assist staff in identifying intervention strategies after identifying the need for intervention. KDG-2nd grade students receive daily Literacy and Math intervention. These students were chosen based off of DIBELS nd mClass data. Those providing interventions need more in-depth training on intervention strategies, monitoring for progress and determining next steps. 100% of teachers need training on keeping anecdotal documents and analyzing that information to assist in determining instructional plans for scholars needing	
Whole staff professional development	--->		**3**
• 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.	Read America consultant to train on balanced literacy 2 times per month Tuesday staff meetings (Teach Like A Champion) Common Core – unpacking standards every Monday Principal encourages and disseminates information regarding outside opportunities. There are opportunities for relevant PD for all teachers.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• 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.	GLM - Teachers are given a double block prep each Monday in which special education teachers analyze work and offer suggestions to improve instruction. Meetings with specialists (social worker, nurse, speech) are inconsistent	
	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.	There is no formal process for new teacher induction. Teachers in grades K-4 engage in class to class observations via training with READ America. Teachers in grades 5-8 do not attend the same PD but are provided resources to assist with their development as well as alternative options for PD.	

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	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	100% of classrooms participate in quarterly school-wide events are consistent to promote college and career awareness (Career Fair, college door decorating contest, college week, field trips to college campuses) Authentic opportunities for student leadership need to be established (i.e. student council, community service, peer tutoring)	
	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.	Student to student, teacher to student, and staff relationships are respectful. A family-like culture in school 100% of student participate in whole class SEL instruction as well as small group instruction when needed. 100% of students with disabilities have learning opportunities in gen ed room 100% of teachers advocate for students with disabilities Establish all class inclusion to address issues of social isolation and engagement	
	Behavior& Safety	-->		**3**
	• 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.	Core values sets tone for addressing behavior. Implementation of SEL position helps to foster therapeutic engagement create position reinforcement and awareness 8 of the 10 teachers use Schmid's Core Values to set the tone or expectations in the classroom and common areas, redirect misbehaviors and follow-through on the expected teacher behaviors 5 weeks Incentive trips are implemented to celebrate scholars who	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**2**
• 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.	Parents of students in 8th grade met with principal and counseling department to discuss high school opportunities. Ongoing opportunity for parental understanding. Monthly or bimonthly parent meetings needed Progress reports on weekly basis Open door policy, conferences Grades available on IMPACT	
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.	Weekly charger reports are sent home each Friday and daily communication w/ parents (communication logs) Kindergarten happenings goes home weekly Administration maintains a true Open door policy to address parent questions and concerns	
Bonding	-->		**4**
• 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.	Activities open to parents to engage and establish welcoming environment, PAC, LSC, Father/Daughter Dance, sports, Black History Fair, email teacher, online website, open book. LSC Meeting posted on marquee Real Men Read Game Night Community Fair Pot Luck Dinner Barbeque Picnic	

DIMENSION 5: Family and Community Engagement (vertical label)

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	-->		**2**
• 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.	Bi-monthly Home visits of scholars having extreme difficulty at school; contact w/ outside resources-services for families such as Metropolitan and Family Services. More is needed.	
College & Career Exploration and election	-->		**3**
• 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.	Scholars visit college preparatory High Schools (Curie, Payton, Kenwood) and colleges such as Depaul and CSU on a monthly basis to discuss the expectation for college readiness, secondary and post-secondary opportunities and goal-setting	
Academic Planning	-->		**1**
• 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.	No evidence to support this area.	
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.	Boys/Girls Club Cheerleading SES Sports Program	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	--->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Career Week Middle School Research Project Moving towards this w/ Common Core, Choices Planning, EXPLORE	
	College & Career Admissions and Affordability	--->		
	• 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.	Small school; teachers communicate with each other about student needs. Promotion policy sent home and discussed with parents during Open House event No formal plan is in place to transition students from current grade to the next	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	-->		**3**
	• 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.	Funding decisions are based from long term goals (math curriculum and the building of classroom libraries) as well as short term goals (building a culture that is supportive of academic acheivement via incentives as well as providing students with a well-rounded curriculum via monthly field trips and enrichment opportunities).	
	Building a Team	-->		**3**
	• 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.	Student teachers; interviews are a multistep process. Interview process include mock lessons, case studies. Our hiring team include lead learners, teachers, ESL and at times custodial staff.	
	Use of Time	-->		**3**
	• 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.	Schedules are also designed to accommodate required instructional minutes for special needs students. Schedules reflect student intervention time. More planning time on Monday to allow teachers to reflect on student data in relation to instruction. Scheduling at times inconsistent due to staffing needs 6th grade (high achievers) in 7th/8th grade.	

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

Our mission is to develop a GLOBALLY COMPETITVE community of life-long learners that are empowered with limitless opportunities and equipped with the necessary skills to excel in COLLEGE and CAREERS in the 21st century.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Monitor students academic progress In Literacy via the use and analysis of exit slips aligned to the Common Core State Standards.	Monitoring student learning on a daily basis is critical to the re-teaching process as well as the process for differentiated instruction. The analysis of exit tickets will allow teachers to fully understand student misconceptions and address those concerns in subsequent lessons. As a result, the weekly and interim assessment data will be a more accurate indication of student mastery and next instructional steps.
2	To improve upon teacher teams as related to the ILT rubric.	Creating effective teacher teams that are facilitated by members of the ILT will lead to a more consistent implementation of schoolwide instructional priorities, more efficient professional development, a consistent professional learning community and ultimately, systematic schoolwide improvement.
3	Monitor students academic progress In Math via the use and analysis of exit slips aligned to the Common Core State Standards.	Monitoring student learning on a daily basis is critical to the re-teaching process as well as the process for differentiated instruction. The analysis of exit tickets will allow teachers to fully understand student misconceptions and address those concerns in subsequent lessons. As a result, the weekly and interim assessment data will be a more accurate indication of student mastery and next instructional steps.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Monitor students academic progress In Literacy via the use and analysis of exit slips aligned to the Common Core State Standards.	Monitoring student learning on a daily basis is critical to the re-teaching process as well as the process for differentiated instruction. The analysis of exit tickets will allow teachers to fully understand student misconceptions and address those concerns in subsequent lessons. As a result, the weekly and interim assessment data will be a more accurate indication of student mastery and next instructional steps.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Instruction	All	Principal	On-going	On-going		
Provide safe practice in classrooms	Instruction	All	Principal	On-going	On-going		
Identify professional readings	Instruction	All	Principal	On-going	On-going		
Support teachers with coaching and feedback	Instruction	All	ILT	On-going	On-going		
Analyze at student work/data	Instruction	All	All	On-going	On-going		
Conduct learning walks	Instruction	All	ILT	On-going	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
To improve upon teacher teams as related to the ILT rubric.	Creating effective teacher teams that are facilitated by members of the ILT will lead to a more consistent implementation of schoolwide instructional priorities, more efficient professional development, a consistent professional learning community and ultimately, systematic schoolwide improvement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a regular meeting schedule	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012		
Establish roles and responsibilities	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Develop team norms	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Identify and use protocols to facilitate dialogue	ILT/ Teacher Teams	All	Principal and AP	On-going	On-going		
Develop two-way communication process with teacher teams	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Create a systematic process for monitoring and following-up on action items	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		

Strategic Priority 2

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Theophilus Schmid Elementary School

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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
Monitor students academic progress In Math via the use and analysis of exit slips aligned to the Common Core State Standards.	Monitoring student learning on a daily basis is critical to the re-teaching process as well as the process for differentiated instruction. The analysis of exit tickets will allow teachers to fully understand student misconceptions and address those concerns in subsequent lessons. As a result, the weekly and interim assessment data will be a more accurate indication of student mastery and next instructional steps.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Instruction	All	Principal	On-going	On-going		
Provide safe practice in classrooms	Instruction	All	Principal	On-going	On-going		
Identify professional readings	Instruction	All	Principal	On-going	On-going		
Support teachers with coaching and feedback	Instruction	All	ILT	On-going	On-going		
Analyze at student work/data	Instruction	All	All	On-going	On-going		
Conduct learning walks	Instruction	All	ILT	On-going	On-going		

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

Action Plan   Monitoring

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

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