Douglas Taylor Elementary School

Lake Calumet Elementary Network

9912 S Avenue H Chicago, IL 60617

ISBE ID: 150162990252480

School ID: 610198

Oracle ID: 25591

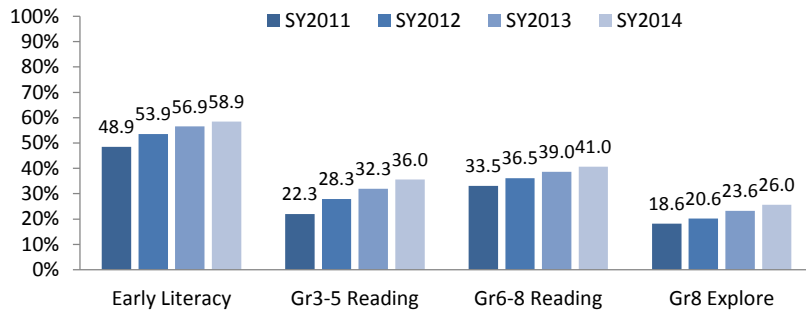CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

All children at the Douglas Taylor Elementary School will develop their potential to the fullest extent possible. The goal of all Douglas Taylor Elementary School Students are to become confident, capable readers, who will read for pleasure and knowledge for the rest of their lives and be able to write well for a variety of purposes. In addition, All Taylor Students will become technologically literate and be career and college ready for 21 st Century.
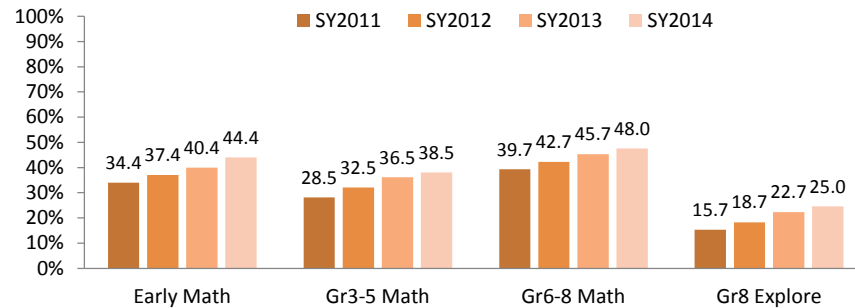
Strategic Priorities

1. Improve use of citing evidence from instructional text Literacy, Math, Science

2. I.L.T. identify a priority related to development

3. Improve classroom instructional technology

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	48.9	22.3	33.5	18.6
SY2012	53.9	28.3	36.5	20.6
SY2013	56.9	32.3	39.0	23.6
SY2014	58.9	36.0	41.0	26.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	34.4	28.5	39.7	15.7
SY2012	37.4	32.5	42.7	18.7
SY2013	40.4	36.5	45.7	22.7
SY2014	44.4	38.5	48.0	25.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Douglas Taylor 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
Dr. William Truesdale	Principal
Irma Lezama	LSC Member
Milton Katsaros	LSC Member
Jill Anderson	LSC Member
LaTasha Jackson	Special Education Faculty
Laura Moreno	ELL Teacher
Maria Chavez	Classroom Teacher
Monica Wright	Classroom Teacher
Veronica Alvarez	LSC Member
Kwadjo Cason	LSC Member
Wendy Potpora	Other
Rosa Ortega	Parent/ Guardian

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	48.9	53.9	56.9	58.9	**Early Math** % of students at Benchmark on mClass	34.4	37.4	40.4	44.4

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.3	28.3	32.3	36.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	28.5	32.5	36.5	38.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.4	46.4	49.0	53.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.9	47.0	50.0	53.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.5	36.5	39.0	41.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	39.7	42.7	45.7	48.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.9	54.9	57.9	60.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.6	59.6	64.6	66.6

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	18.6	20.6	23.6	26.0	**Explore - Math** % of students at college readiness benchmark	15.7	18.7	22.7	25.0

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
Attendance Rate Average daily attendance rate	95.1	95.5	96.0	96.5	**Misconducts** Rate of Misconducts (any) per 100	16.6	14.0	12.0	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
ISAT - Reading % of students meeting or exceeding state standards	63.3	66.3	69.3	72.3	**ISAT - Reading** % of students exceeding state standards	9.9	12.0	15.0	18.0
ISAT - Mathematics % of students meeting or exceeding state standards	74.4	77.4	80.4	83.4	**ISAT - Mathematics** % of students exceeding state standards	12.4	15.0	18.0	21.0
ISAT - Science % of students meeting or exceeding state standards	69.7	72.7	75.7	78.7	**ISAT - Science** % of students exceeding state standards	9.8	12.0	15.0	18.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** --->			**3**
	• 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.	Taylor School has developed a clear theory of action in three key areas: core instructional program, professional learning system, and instructional leadership. The core instructional key levers are curriculum mapping for reading and math, common language, and common assessments of scope and sequence of instruction aligning to common core standards. The focus is on improving student learning raise level of content, teachers' skill and knowledge, and level of active learning. The Goals Worksheet has scorecard metrics and targets in four key areas Pre-K - 2, Gr. 3-5, Gr. 6-8, and Explore.	
	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.	Principal leadership is created within a professional learning system by observation and feedback given through post conference observaton structure which addresses the need for growth in content, process, and student products that links to Charlotte Danielson and improving the instructional core. The Charlotte Danielson Instructional Framework a common instructional system is utilized in four domains: Planning, Classroom Environment, Instruction, and Professional Repsonsibilities. We create a system for empowering and communities through our N.C.L.B. No Child Left Behind Parent Committee, B.A.C. Bilingual Advisory Committee, and Parent Patrol each committee has over 38 members and is active at Taylor School.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
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	Teacher leadership is promoted through many structures to get teachers involved in the success of the school: instructional leadrship team which represents the clusters of Pre-K -3, Gr. 4-5, and middle school Gr. 6-8 teacher leaders have been appointed to help lead the transition into the Common Core and unpacking the Common Core Standards. In addition, to developing the learning cycle and T.I.A. Target Instructional Area and Developing Powerful Practice with Learning Walks. The horizontal teacher teams meet on a common planning time to discuss Common Core, Instruction, and Assessment with student work samples. The vertical teams are the school wide academic learning teams language arts and reading, math, science, social studies, special needs,bilingual and science. The vertical teams also include the school wide comprehensive planning committees technology, discipline, parent involvement, attendance, and grant writing. Every teacher must serve on committees and have a voice.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The I.L.T. is assembled with a combination of knowledge and experience with teacher leaders who have influence with the staff. Each member of the I.L.T. is responsible for meeting with their clusters Pre-K -3, Gr. 4-5, Gr. 6-8, special needs and bilingual to lead the focus of improving teaching and learning at Taylor School. The I.L.T. meets twice a month with the administration with a specific agenda to improve teaching and learning through the building the instructional coherent capacity of the school through the theory of action and learning cycle. The I.L.T. is also leading through helping the teachers to unpack the Common Core standards in their clusters Pre-K -3, Gr. 4-5, and Gr. 6-8. The I.L.T. also engages in continual reflection by using the instructional leadership team rubric as a measure of their effectiveness as team. In addition, the I.L.T. regulary analyzes quantitative and qualitiative school wide data Scan Tron, DIBELS, and My Voice My School Survey Results to monitor the theory of action and school plans.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The I.L.T. is assembled with a combination of knowledge and experience with teacer. Each member of the I.L.T. is responsible for meeting with their clusters Pre-K -3, Gr. 4-5, Gr. 6-8, special needs and bilingual and sharing data at the school level Scan Tron, DIBELS in order to make adjustments and support.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum*** -->			**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	We are working toward developing a year long scope and sequence map to implement the Common Core Standards by grade level in the core subject areas: language arts reading, math, social studies and science. Each grade level is unpacking the Core Standards and using backward mapping to prepare students to be career and college ready. The short and long term plans include supports that students with disabilities have modifications and accomodations in the general education classroom as evidenced by teachers lesson plans. English Language Learners have support in the classroom in instructional strategies in the core areas with professional development by the bilingual lead teacher.	
	Instructional materials -->			**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level and course team has a set of instructional materials that are aligned with standards. The S.C.R.M.A. Supported Core Material Adoption Program for reading is aligned to best instructional practices in differentiated instruction and guided reading with leveled readers to meet the individual needs of all students including special needs and English Language Learners.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	The Taylor Instructional Leadership Team and teacher teams have access to all school data immediately following the assessment. Each grade level team is meeting on the common prep period to develop a comprehensive common set of assessments screening, diagnostic, benchmark, formative and summative to monitor student learning. The teacher teams are developing a coherent assessments in methods of student work, selected response, constructed response and performance task are aligned with standards in student products knowledge mastery, reasoning proficiency, and performance skills. Assessment accomodations and modifications are in place to ensure that students with disabilities and English Language Learners are able to appropriately demonstrate their knowledge and skills as evidenced by lesson plans.	

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
Instruction	-->		**3**
• 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.	We are striving to build an instructional culture of standard based Common Core learning objectives and scope and sequence of instruction in which teachers use higher order thinking questions to develop rigor in classroom. In addition, each teacher aligns the Common Core Standards to build deep mastery of student products of academic rigor. Each teacher uses powerful practices to scaffold instruction to ensure that all students including students with disabilities and English Language Learners are Career and College Ready. In addition, each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Students in need of screening are assessed through a systemic system to identify and support those in need of academic intervention through data of formative and summative data. There is also a systematic approach to diagnose particular skill gaps with the Response to Intervention Tier System. The Tier 1 and Tier 2 Students receive support through the general education teacher in the classroom implementing a wide variety of interventions: in class, small group instruction, push in support provided by R.T.I specialists and one on one support outside the classroom with tutoring. The interventions are closely monitored at the I.L.T., teacher team, and individual teacher level so adjustments can be made every 6 weeks.	
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.	Based around the three levers defined in our theory of action professional learning system, we have developed a professional development calendar and plan that extends to the end of SY2012. 95% of our teachers have attended training in their subject area. We are in the process of working with our Instructional Support Leaders to develop a system for monitoring the effectiveness of our professional development using teacher observations and collecting feedback. We are also collaborating with the P.P.L.C. for input to our professional development	

Professional Learning

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**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.	We are working towards building a strong culture of teacher collaboration. Teachers collaborate in regular cycles developing reading and math grade level plans, quarterly for long term unit planning, weekly to analyze formative assessment data and plan weekly instruction aligned to the Common Core Standards. Teacher and specialists meet quarterly to discuss progress monitoring data for students receiving intervention. The teacher teams include general education, special education, bilingual teachers and other specialists. The instructional leadership team meets with clusters to communicate information on the theory of action and the Common Core. Teachers have set protocols and agendas in place for team collaboration. Teacher teams are emerging in sharing ownership for results in student learning.	
	Instructional coaching	-->		**3**
	• 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.	We are working towards building a strong culture of instructional coaching in which their is a school wide plan to identify teacher needs through surveys. New Teachers are provided a mentor from an experienced staff member to support them. Teachers are given surveys and give feedback during post conferences as to developing an individual professional development plan tied to their needs. Teachers are given ongoing feedback on both informal and formal observations that supports their individual growth. Peer coaching and cross classroom visitation are being planned to support teachers with learning walks.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	We strive to build a culture around college - readiness standards; however, we received a weak on the My Voice, My School survey for Ambitious Instruction. We have started the implementation of Common Core Standards and developed a training plan for our teachers.	
	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.	All Taylor Students have an adult advocate and mentor who cares about them and disengaged students are connected to the school through extracurricular programs and sports. Taylor School has implemented P.B.I.S. Positive Behavior Incentive Systems C.H.A.M.P.S. and School Wide Calm Classroom through the Luster Learning Institute. Taylor School misconducts are decreasing the goal is to have 10 misconducts per 100 students. We are creating a very positive caring family culture with strong relationships as we meet both the social and emotional needs of students.	
	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.	Taylor School has a common, consistent school wide discipline approach with behavioral interventions developed by the discipline committee that builds on incentives for positive student behavior. The Taylor Staff establishes a safe welcomin environment a culture of calm with an emphasis on student learning.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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.	Taylor School offers many opportunities for families to get involved as partners in their school. For example, grade level orientations, Taylor Family Math Night, Taylor Family Literacy Night, and Taylor Family Fun Fair. Each teacher must prepare a class syllabus that discusses students' expectations for attendance, classwork, homework, tests and quizzes. In addition, five week progress reports are sent home along with report cards and sharing of student short term and long term assessment data.	
	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.	Taylor teachers engage parents through ongoing communication by telephone, e-mail, notes, and the assignment notebook.	
	Bonding	-->		**3**
	• 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.	Taylor School offers many opportunities for families to get involved as partners in their school. For example, grade level orientations, Taylor Family Math Night, Taylor Family Literacy Night, and Taylor Family Fun Fair. Each teacher must prepare a class syllabus of expectations In addition, Taylor School has a partnership with the Joffrey Ballet Middle School Dance Club and East Side Chamber of Commerce	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Taylor School offers many opportunities for families to get involved as partners in their school. For example, grade level orientations, Taylor Family Math Night, Taylor Family Literacy Night, and Taylor Family Fun Fair. Each teacher must prepare a class syllabus with expectations for classroom performance homework, classwork, quizzes, and tests.	
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.	Taylor School holds annual parent sessions with parents lead by counselor case manager to inform parents for select enrollment opportunities and college career readiness. School Counselor meets with parents with sessions for high school opportunites in completing on line application. In addition, the counselor meets one	
Academic Planning	--->		**3**
• 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.	We are building a culture of student planning and support in preparation for college and career aspirations through a focus on academic rigor. Taylor School is developing a common language of instruction and power practices in implementing the Common Core Standards.	
Enrichment & Extracurricular Engagement	--->		**3**
• 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.	Taylor School offers a wide variety of extracurricular activites, clubs, enrichment opportunities for students to build leadership and increase engagement.	

N 6: College and Career Readiness Supports

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
College & Career Assessments	--->		**3**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Taylor School is moving toward meeting Career and College Ready preparation and performance through Common Core Assessments. Teachers are unpacking the standards and preparing lesson plans using the common core standards.	
College & Career Admissions and Affordability	--->		**3**
• 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.	Taylor School hold meetings with parent orientations to discuss high school options and scholarships through the Daniel Murphy Partnership Scholarship Programs. Our counselor provides parent meetings and one on one sessions in preparing eighth grade students for high school scholarship opportunities.	
Transitions	--->		**3**
• 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.	We are working on effective articulations and transitions from kindergarten to first grade, from first to second grade, from second to third grade, third grade to fourth grade, from fourth grade to fifth gradefrom sixth grade to seventh grade, from seventh grade to eighth grade. Teachers are articulating by unapcking the Common Core Standards	

DIMENSIO

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• 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.	We align our allocation of discretionary spending with identified needs and strategic priorities of literacy, math, science, and technology. We actively pursue outside funding with grants. For example the U.S. Healthy Schools Grant and Ilinois Green Ribbon Schools Grant by the Illinois State Board of Education. We have also written a $100,000.00 grant for the Full School Day.	
	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.	We assess our students needs through the My Voices My School Student, Teachers and Staff Surveys. The results and trnds of these surveys are used to inform strategic decision making. We are working on developing a multi step interview protocol for identifying and hiring top teaching candidates with classroom teaching demonstrations as part of the interview process.	
	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.	We are developing a full school day schedule of increasing instruction time to one hour time blocks. The plan is to develop a schedule that includes more time for teacher collaboration and common planning time to increase and build collective instructional capacity as we implement the Common Core Standards.	

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

All children at the Douglas Taylor Elementary School will develop their potential to the fullest extent possible. The goal of all Douglas Taylor Elementary School Students are to become confident, capable readers, who will read for pleasure and knowledge for the rest of their lives and be able to write well for a variety of purposes. In addition, All Taylor Students will become technologically literate and be career and college ready for 21 st Century.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Improve use of citing evidence from instructional text Literacy, Math, Science	Pritoritizing citing evidence as a powerful practice increase Literacy, Math,Science
2	I.L.T. identify a priority related to development	Improve the conditions for IL.T. Success improve conditions for team success using rubric
3	Improve classroom instructional technology	Purchasing technology for classroom instruction will increase student rigor achievement
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve use of citing evidence from instructional text Literacy, Math, Science	Pritoritizing citing evidence as a powerful practice increase Literacy, Math,Science

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Professional Development	All	Principal	On-going	On-going		Linked to Learning Cycle Powerful Practice
Provide safe practice in classrooms	Instruction	All	Teachers	On-going	On-going		Linked to Learning Cycle Powerful Practice
Identify professional readings	Professional Development	All	I.L.T, Teachers	On-going	On-going		Linked to Learning Cycle Powerful Practice
Supply teachers with coaching and feedback	ILT/ Teacher Teams	All	I.L.T, Principal	On-going	On-going		Linked to Learning Cycle Powerful Practice
Look at student work/data	ILT/ Teacher Teams	All	Teachers	On-going	On-going		linked to Learning Cycle Powerful Practice
Conduct learning walks	ILT/ Teacher Teams	All	I.L.T. Network Principal	On-going	On-going		Linked to Learning Cycle Powerful Practice

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
I.L.T. identify a priority related to development	Improve the conditions for IL.T. Success improve conditions for team success using rubric

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Professional Development	All	Principal	On-going	On-going		Linked to Learning Cycle
Provide safe practice in classrooms	Instruction	All	Principal	On-going	On-going		Linked to Learning Cycle
Identify professional readings	Professional Development	All	I.L.T. Teachers	On-going	On-going		Linked to Learning Cycle
Support teachers with coaching and feedback	ILT/ Teacher Teams	All	I.L.T. Principal	On-going	On-going		Linked to Learning Cycle
Look at student work/data	Instruction	All	I.L.T. Teachers	On-going	On-going		Linked to Learning Cycle
Conduct learning walks	Instruction	All	I.L.T. Network Principal	On-going	On-going		linked to Learning Cycle

Strategic Priority 2

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
Improve classroom instructional technology	Purchasing technology for classroom instruction will increase student rigor achievement

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Professional Development	All	Principal	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors
Provide safe practice in classrooms	Other	All	Principal	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors
identify professional readings	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors
Support teachers with coaching and feedback	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors
Look at student work/data	Other	All	Teachers I.L.T.	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors
Conduct Learning Walks	ILT/ Teacher Teams	All	I.L.T. Network Principal	Quarter 1	On-going		Technology SM.A.R.T. Boards L.C.D. Projectors

Strategic Priority 3

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