CIWP

2012-2014 Continuous Improvement Work Plan

Daniel S Wentworth Elementary School

Englewood-Gresham Elementary Network

6950 S Sangamon St Chicago, IL 60621

ISBE ID: 150162990252506

School ID: 610223

Oracle ID: 25811

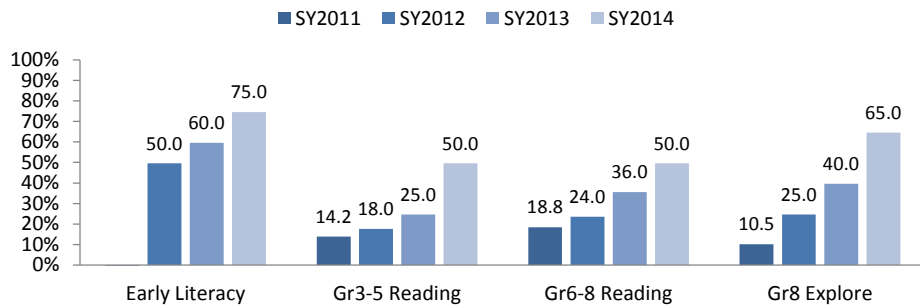CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our Mission is to provide a safe, nurturing environment where students are encouraged to achieve their personal best, through collective efforts from teachers, staff, parents and the community. Data motivated instruction will compliment our high expectations for all students to become confident, capable, compassionate college and career ready citizens.
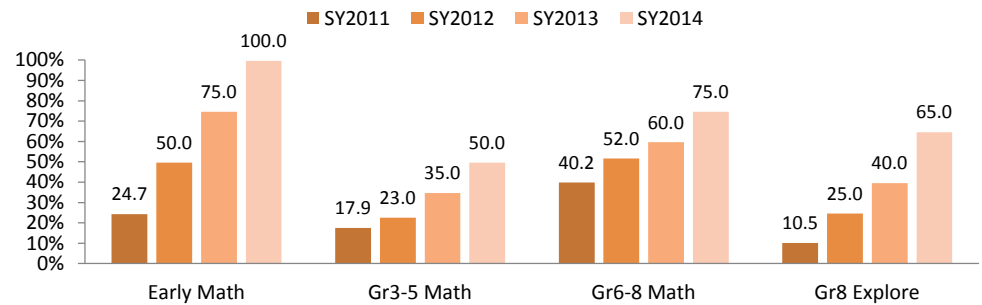
Strategic Priorities

1. Student Attendance: Promote student attendance and punctuality through . . .

2. Teacher Capacity: Increase teacher capacity through teacher observations and feedback (REACH) using the Charlotte Danielson framework, developing clear accountability targets, differentiated support and weekly professional development for teachers.

3. Literacy Instruction: Increase quantity (Full School Day) and quality of instruction daily through word work, guided reading groups, clearly communicating learning targets and using higher level questions.

4. Math Instruction: Implement common core standards for more conceptual mathematical understanding through small group instruction (Full School Day) in math daily, incorporate rote memory activities as time fillers and transition activities, clearly communicate learning targets and use higher level questions.

5. Science Instruction: Increase quantity (FSD) and improve quality of instruction in science through monitoring the teaching of science at all grade levels, incorporate the teaching of charts and graphs into the curriculum, teach important science prefixes and suffixes, and clearly communicate learning targets and use higher level questions.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2012	SY2013	SY2014
Early Literacy	50.0	60.0	75.0
Gr3-5 Reading	14.2 / 18.0	25.0	50.0
Gr6-8 Reading	18.8 / 24.0	36.0	50.0
Gr8 Explore	10.5 / 25.0	40.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	24.7	50.0	75.0	100.0
Gr3-5 Math	17.9	23.0	35.0	50.0
Gr6-8 Math	40.2	52.0	60.0	75.0
Gr8 Explore	10.5	25.0	40.0	65.0

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Daniel S Wentworth 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
Dina L. Everage	Principal
Tiffany Phinn	Assistant Principal
Crystal Turner	Lead/ Resource Teacher
Anna Bafia	Classroom Teacher
Lina Wallin	Classroom Teacher
Diane Murphy	Classroom Teacher
Shuronda Turner	Classroom Teacher
Ain Muhammad	Classroom Teacher
Maynard Collins	Classroom Teacher
Maria Johnson	LSC Member

2012-2014 Continuous Improvement Work Plan

Daniel S Wentworth Elementary School

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	NDA	50.0	60.0	75.0	**Early Math** % of students at Benchmark on mClass	24.7	50.0	75.0	100.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.2	18.0	25.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	17.9	23.0	35.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.5	55.0	75.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.0	55.0	65.0	100.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.8	24.0	36.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.2	52.0	60.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.8	45.0	75.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	74.4	80.0	90.0	100.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	10.5	25.0	40.0	65.0	**Explore - Math** % of students at college readiness benchmark	10.5	25.0	40.0	65.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.6	91.7	92.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	73.8	50.0	35.0	25.0

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	44.5	55.0	62.0	70.0		**ISAT - Reading** % of students exceeding state standards	1.5	3.0	6.0	12.0
ISAT - Mathematics % of students meeting or exceeding state standards	62.3	66.3	75.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	5.5	10.0	15.0	25.0
ISAT - Science % of students meeting or exceeding state standards	39.7	61.0	70.0	77.0		**ISAT - Science** % of students exceeding state standards	0.0	5.0	10.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Wentworth has a clearly defined Theory of Action that focuses on 5 major priorities (attendance, teacher capacity, literacy instruction, math instruction and science instruction) that will move our school forward at an aggressive rate. • Our priorities and levers, when focused on with fidelity, have the capacity to revolutionize teaching and learning at DSW. Once that occurs, student achievement will be positively impacted. • Our goals are S.M.A.R.T. and will move our students toward college and career readiness, while closing the achievement gap.	
	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 is a visionary leader that has created professional learning community that is focused on building capacity in ALL stake holders (Parents, Teachers, Students and Community). • Principal has created a PLC that is differentiated and provides multiple opportunities for professional growth specific the needs of the adult learner. • The principal creates a student focused climate where the individual needs (academic, social, emotional and physical) of students is the nucleus of all adult decisions. • The principal creates multiple opportunities for parents to be engaged and empowered, including Monthly Parent Empowerment Nights, Quarterly Family Nights, workshops and trainings • The principal creates a data motivated community that is transparent and focused on results.	

Date Stamp November 22, 2012

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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	• Teachers are vested in the success of DSW, and their leadership begins in the classroom by growing their individual practice and adding value to the unit. • Teachers lead PD focused on school priorities and on information obtained from off-site learning activities they attend. • Teachers are part of, facilitate and lead the following teams: o ILT Membership o Grade-Level Teams o Vertical Content-focused teams o RTI Team o LSC o Coaching and Mentoring o Union Representation o School "Culture and Climate" Team o Attendance Team o PBIS Team o Lead Teacher	

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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 Wentworth ILT is composed of building level, grade-level and content specific experts who bring individual knowledge and passion to the entire team. • The team meets weekly and has a developed set of norms, roles and a set agenda that increases that quality of meeting outcomes. • The ILT regularly evaluates data and hosts school-wide performance management sessions. Data informs all instructional decisions made by the ILT. • The ILT is responsible for communicating and leading initiatives/expectations developed in ILT to their grade-level colleagues. • The ILT is a reflective unit committed to individual and collective growth. This commitment is expressed through journaling, discussions and professional readings. • The ILT sets the school-wide goals and does whatever necessary to ensure that we obtain our goals.	
Monitoring and adjusting	--->		**4**
• 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.	Wentworth systematically analyzes our data as it relates to our theory of action. This occurs in weekly grade-level and ILT meetings; in fall, winter and spring performance management meetings; and individual data review/goal-setting meetings. Action plans are created from these sessions and instructio is monitored and adjusted.	

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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.	• This is definitely an area of refinement and growth for DSW. • Teachers create and submit 5 week curriculum maps base on the IAF and CCSS. • Teachers in grades K-5 lean heavily on the textbook series for guidance. • Teachers do very little backwards mapping. • The evidence of units is occurring in classrooms that have provided instructional materials. • Complex text is becoming more present in classrooms, especially in middle-school. • Teachers are required to create and submit assessments with lesson plans. • School level unpacking of standards and unit creation is in progress.	
	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).	o Grades K-5 has instructional materials for literacy (Lead 21) and math (envisions) that are aligned with the IL State Standards and have a correlation with CCSS. o Grades 6-8 is balanced literacy and the instructional materials available support the core curriculum which is the ILS. The teacher is o Grade 6-8 math and science have textbooks that are aligned to the IAF and ILS. Teachers pull in resources to extend student learning. o Students with disabilities have all of the same resources that the	

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.	• School-wide, teacher-team and classroom data is readily accessible and available to all who need it. • Data dinners are hosted to teach teachers how to navigate through data systems and disaggregate data. • Weekly assessments are administered to students in core subjects. These assessments are formative and summative in nature. They assess student mastery and inform instruction. • Data action plans are created to address deficits and students are progressed-monitored as needed.	

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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.	• Some teachers communicate learning targets at a high level, while others only write their learning targets on the BBC. • Questioning still continues to be low level and requiring low cognitive responses. • Teachers inconsistently differentiate and scaffold to address the diverse levels of learners. • Some teachers purposefully sequence instruction to ensure cohesion and mastery of learning standards. • Most teachers teach standards and skills in isolation. • Some teachers use a variety teachings techniques and strategies to engage students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**1**
• 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.	Our teachers and ancillary team have a comprehensive system for identifying and supporting students who need intervention. Interventions are generally reserved for students in or going into the RTI process. We have integrated intervention and acceleration sessions into our full school day plan.	
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.	• Wentworth has a year-long professional development calendar for literacy and math. • We host weekly onsite professional development on Mondays (Math Mondays and Literacy Mondays) • Professional Development is targeted and aligned to our school wide focus.\ • We host weekly professional development, called Common Core Academy focused on the CCSS. • Implementation of professional development learning is monitored through the use of rubrics and checklists. • AM Staff meetings are "Mini PDs" focused on relevant readings,	

(left vertical label: Professional Learning)

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DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• GL teams meet weekly but meeting are not always focused and consistent. • Departmental GL teams (Grades 3-8) discuss and strategize for the students they share, and they share responsibility of the data for the those students. • GL teams are inclusive of gen. ed and spec. ed teachers. • GL teams are supported by the lead teacher and administration. • GL teams have established roles, but the agendas and norms are not as clear.	
	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.	• Teachers who have capacity receive more intense support and coaching from lead teacher and administration. • Coaching and support is planned and scheduled for designated teachers. • Teachers receive immediate and high quality feedback to support their development and growth. • Teachers have the opportunity to give and receive peer feedback as part of their individual development plan.	

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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	• Most staff members reinforce our mission and vision of having students college and career ready. • Classrooms have adopted a college and a banner is displayed outside the room. • Annually we host a college fair that includes a panel of present college students and recent graduates • Each morning our students recite the school creed that proclaims "Every warrior, Every day, College Bound." • We talk to students as young as kindergarten about what college they'll be attending.	
	Relationships -->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Most students are connected to a caring adult in the building who knows them, cares about them and advocates for them. They know that they can go to that adult. • There is a high level of teacher to student, student to teacher and student to student respect. • Students feel valued and respected by adults in the building from the top down, and their responses reflect that respect. • SWD are actively engaged in the school and school programming. There is very little social differentiation when it comes to our SWD, because they are included at a high level.	
	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.	• Most students are connected to a caring adult in the building who knows them, cares about them and advocates for them. They know that they can go to that adult. • There is a high level of teacher to student, student to teacher and student to student respect. • Students feel valued and respected by adults in the building from the top down, and their responses reflect that respect. • SWD are actively engaged in the school and school programming. There is very little social differentiation when it comes to our SWD	

Date Stamp November 22, 2012

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	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.	• Principal shares information with the entire school community on a consistent basis and as it becomes available. • The principal is transparent with data and uses it to motivate engagement. • There is a data board by the office that is frequently updated. • Parents and teachers are clear on grade level expectations for mastery and matriculation. • Parents are offered professional development twice a year on how to support students at a given grade level • Teacher evaluations are connected to student performance.	
	Ongoing communication -->			**2**
	• 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.	• The principal sends home monthly newsletters and weekly bulletins out to families and staff. • The school hosts monthly family call nights • Many teachers solely rely on report card pick-ups and parent contact before communicating student progress to parents. • Many teachers are engaged with students and their families at a high-level and are vested in student success.	
	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.	• The school has a warm, welcoming, home-like environment that invites parents and visitors to become part of our community. • The principal hosts monthly Parent Empowerment Nights to educate, inform and engage parents in the work. • Community partners are a welcome addition to the DSW family and they work closely to provides supports and encourage success. • DSW is host to a wealth of activities and extra-curricular programs that provide a medium for parents to be involved and come into the building in the evenings and on the weekends (family nights, athletic events, concerts, assemblies, community forums, workshops, etc.) -parent and family needs are addressed as frequently as student	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• School has a network of community partners that provide support for our students and their families. • The school social worker and I work closely with our LAN partners and the Salvation Army to provide wrap-around services.	
N 6: College and Career Readiness Supports	***College & Career Exploration and election***	-->		**1**
	• 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.	• Some information about college and career choices are provided • 100 Black Men annually share with students a wealth of career options • Students do have access to what's next Illinois • Annual College panel is provided for middle school students	
	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.	• Limited support for college and career planning is offered for some students. • Long Term goal setting occurs intermittently for eight grade students • Some dialogue is held with students about college and career planning	
	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.	• Wentworth has a multitude of enrichment and extracurricular programming opportunities for students from sports, fine arts programming (dance, visual arts, music), karate, science and math clubs	

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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	-->		1
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students only take the EXPLORE test.	
College & Career Admissions and Affordability	-->		1
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Limited discussion is held with parents about college and career admissions and affordability.	
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.	• Kindergarten students are not prepared for their transition beyond getting them ready academically. • We do an extensive amount of work around 8th grade transition to high school o The students visit the high schools o High school counselors visit us o Elem. School counselor works with 8th graders weekly o We host an annual High School Fair in November. o Students are made aware of high school investigation days and	

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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.	o The majority of our discretionary money goes toward providing positions. o Discretionary funds are used to maintain a high level of communication between stake holders. o Discretionary monies are also used to advance technology allowing our students to be more competitive in the 21st Century o The school has sustainable partners that increase funds available for discretionary usage. (By the Hand, GEARup)	
	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.	o Our interview process is consistent of several steps before candidates are hired. This process includes an initial interview by principal, lesson demonstration and a final interview conducted by an internal/external team of content specialist. o Teachers are strategically positioned in their area of expertise. All grade-level teams contain content focused specialist. o Instructional Management Team consisting of building leader meets weekly. This supports our vision that every person in the school has an impact on what happens for students. This creates a sincere sense of community and accountability for all adults.	
	Use of Time	-->		**2**
	• 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.	o Wentworth has a designated time scheduled during the school day for teacher collaboration. o We are departmentalized in grades 3-8 and the schedule reflects blocks for core content areas that support 3 of our 5 pillars. o Intervention and acceleration is provided by some teachers in some core areas and is not consistently evident throughout the school.	

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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 provide a safe, nurturing environment where students are encouraged to achieve their personal best, through collective efforts from teachers, staff, parents and the community. Data motivated instruction will compliment our high expectations for all students to become confident, capable, compassionate college and career ready citizens.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Student Attendance: Promote student attendance and punctuality through . . .	If we promote students attendance and punctuatlity, we will ensure students have the opportunity for maximum learning time. We will also increase our attendance rate and decrease our truancy rate.
2	Teacher Capacity: Increase teacher capacity through teacher observations and feedback (REACH) using the Charlotte Danielson framework, developing clear accountability targets, differentiated support and weekly professional development for teachers.	If we provide clear accountability targets, differentiated support/coaching and weekly "on-site" professsional development for teachers, we will establish higher standards to improve student outcomes and change key teacher behaviors.
3	Literacy Instruction: Increase quantity (Full School Day) and quality of instruction daily through word work, guided reading groups, clearly communicating learning targets and using higher level questions.	If we implement daily word work, conduct guided reading groups, build sight word knowledge, clearly communicate learning targets and use higher level questions, we will allow for more efficient use of teacher and student time, increase peer interaction and improve student learning.
4	Math Instruction: Implement common core standards for more conceptual mathematical understanding through small group instruction (Full School Day) in math daily, incorporate rote memory activities as time fillers and transition activities, clearly communicate learning targets and use higher level questions.	By using small group instruction, effective transition activities and asking higher level questions during Math Instruction, we will reach the individual mathematical needs/deficits of students and accelerate students to be prepared for grade level content.
5	Science Instruction: Increase quantity (FSD) and improve quality of instruction in science through monitoring the teaching of science at all grade levels, incorporate the teaching of charts and graphs into the curriculum, teach important science prefixes and suffixes, and clearly communicate learning targets and use higher level questions.	By using new methods to teach science, such as charts/graphs and asking higher level questions and monitoring these changes at all grade levels, we will improve instruction and increase rigor in science.

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
Student Attendance: Promote student attendance and punctuality through . . .	If we promote students attendance and punctuatlity, we will ensure students have the opportunity for maximum learning time. We will also increase our attendance rate and decrease our truancy rate.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Back to School Neighborhood Walk	Parental Involvement	All	Mrs. Everage	Summer			
Weekly Attendance Incentives for Students	Other	All	Administration	Quarter 1			
Monthly Attendance Incentives for Classrooms	Other	All	Administration	Quarter 1			
Monthly Perfect Attendance	Other	All	Administration	Quarter 1			
Race to Ten for teacher/student Perfect Attendance	Other	All	Administration	Quarter 1			
Attendance PM Sessions	ILT/ Teacher Teams	N/A	Administration	Quarter 1			
"Cash for Coming" Monthly Raffles	Other	All	Administration	Quarter 1			
Family Call Nights	Parental Involvement	All	Administration	Quarter 1			
Weekly Home Visits	Parental Involvement	All	Administration	Quarter 1			

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
Teacher Capacity: Increase teacher capacity through teacher observations and feedback (REACH) using the Charlotte Danielson framework, developing clear accountability targets, differentiated support and weekly professional development for teachers.	If we provide clear accountability targets, differentiated support/coaching and weekly "on-site" professsional development for teachers, we will establish higher standards to improve student outcomes and change key teacher behaviors.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Lead Teacher Support and Coaching	Instruction	All	Lead Teacher	Quarter 1			
Summer Planning Institute	ILT/ Teacher Teams	All	Administration	Summer			
Weekly "Onsite" Professional Development during banked time (Full School Day)	Instruction	All	ILT	Quarter 1			
Peer Observations	Instruction	All	Administration	Quarter 1			
Co-Teaching	ILT/ Teacher Teams	Students With Disabilities	Administration	Quarter 1			
Professional Development Action Plans	Instruction	All	Administration/ Teachers	Summer			
Content/Curriculum Specific Professional Development Participation	Instruction	All	Administration	Summer			
Professional Book Club	ILT/ Teacher Teams	All	ILT	Quarter 1			
Data Dinners	Other	All	Administration	Quarter 1			
Performance Management Sessions (Fall, Winter, Spring)	Other	All	Administration	Quarter 1			
"Smartboard" and technology integration	Equipment/ Technology	All	Administration	Quarter 1			
Padeia Philosophy Training and Implementation	Instruction	All	Everage	Summer			
Administrative Observations and Teacher Feedback using Charlotte Danielson (REACH)	Instruction	All	Administration	Quarter 1			

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
Literacy Instruction: Increase quantity (Full School Day) and quality of instruction daily through word work, guided reading groups, clearly communicating learning targets and using higher level questions.	If we implement daily word work, conduct guided reading groups, build sight word knowledge, clearly communicate learning targets and use higher level questions, we will allow for more efficient use of teacher and student time, increase peer interaction and improve student learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Tri-Annual STEP/ BAS Assessments	Other	All	Literacy Teachers/ Lead Teacher				
Guided Reading Groups K-8	Instruction	All	Literacy Teachers/ Lead Teacher				
Family Literacy Nights (Fall and Spring)	Parental Involvement	All	Turner				
Weekly SSR/ DEAR Schoolwide	Instruction	All	ALL Faculty and Staff				
Use of Lead 21 Curriculum Grades K-5 (pacing and fidelity)	Instructional Materials	All	K-5 Literacy Teachers/ Lead Teacher				
Balanced Literacy Framework Grades 6-8	Instruction	All	6-8 Literacy Teachers/ Lead Teacher				
Writers Workshop (K-8)	Instruction	All	Literacy Teachers/ Lead Teacher				
Monthly Literacy Focused Professional Development	Instruction	All	Lead Teacher				
Sight Word Development Grades K-3	Instruction	All	K-3 Literacy Teachers				
Novel Units Study	Instruction	All	4-8 Literacy Teachers				
Foundations Classes K-3	After School/ Extended Day	All	Instructional Assistants/ Turner				
Implement Common Core Standards with Illinois Assessment Frameworks in planning and execution.	Instruction	All	All Classroom Teachers				
Intervention with an Inerventionist	Instruction	All	Interventionist				
Word of the Week, Genre of the Month, Monthly Literacy Focus	Instruction	All	ILT/Turner				

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

Daniel S Wentworth Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

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

Strategic Priority Description	Rationale
Math Instruction: Implement common core standards for more conceptual mathematical understanding through small group instruction (Full School Day) in math daily, incorporate rote memory activities as time fillers and transition activities, clearly communicate learning targets and use higher level questions.	By using small group instruction, effective transition activities and asking higher level questions during Math Instruction, we will reach the individual mathematical needs/deficits of students and accelerate students to be prepared for grade level content.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use of enVisions Mathematics Curriculum K-5 (fidelity and Pacing)	Instructional Materials	All	K-5 Teachers	Quarter 1	On-going		
Use of Math Thematics Curriculum 6-8 (fidelity and Pacing)		All	Phinn/Collins	Quarter 1	On-going		
Implement Common Core Standards with Illinois Assessment Frameworks in planning and execution.	Instruction	All	Classroom Teachers	Quarter 1			
5- Week Curriculum Mapping	Instruction	All	Classroom Teachers	Summer			
Math Professional Development	Instruction	All	Phinn/ILT	Quarter 1			
Family Math Nights (Fall and Spring)	Parental Involvement	All	Phinn	Quarter 1	Quarter 4		
Number of the Week	Instruction	All	Classroom Teachers	Quarter 1			

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Strategic Priority 4

Date Stamp November 22, 2012

Strategic Priority 5

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

Strategic Priority Description	Rationale
Science Instruction: Increase quantity (FSD) and improve quality of instruction in science through monitoring the teaching of science at all grade levels, incorporate the teaching of charts and graphs into the curriculum, teach important science prefixes and suffixes, and clearly communicate learning targets and use higher level questions.	By using new methods to teach science, such as charts/graphs and asking higher level questions and monitoring these changes at all grade levels, we will improve instruction and increase rigor in science.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Golden Apple Science Inquiry Implementation	Instruction	All	Science Cohort	Quarter 1			
Golden Apple Science Inquiry Summer Institute	Other	All	Science Cohort/Everage				
Implementation of Glencoe Science 4 - 8	Instructional Materials	All	Moore/ Muhammad				
Implementation of FOSS	Instructional Materials	All	Teachers K-3				
Use of Scholastic Science Magazines	Instructional Materials	All	Grades 4-8				
Designated Lab Days (FSD)	Instruction	All	Moore/ Muhammad	Quarter 1			

Strategic Priority 5