



2012-2014 Continuous Improvement Work Plan

Robert Nathaniel Dett Elementary School

Fulton Elementary Network

2306 W Maypole Ave Chicago, IL 60612

ISBE ID: 150162990252154

School ID: 610252

Oracle ID: 26031



Mission Statement

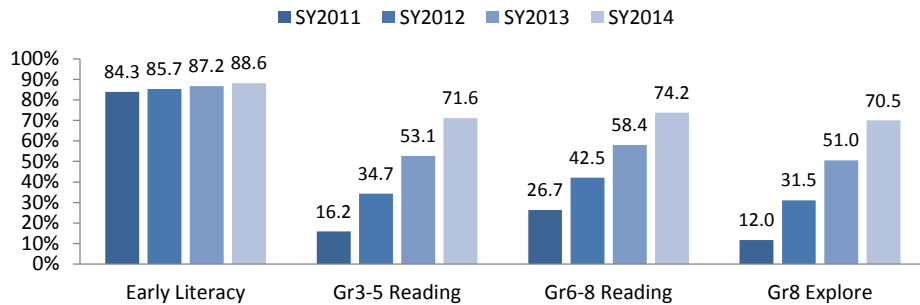
The students, staff, parents and community of Robert Nathaniel Dett Elementary School are committed to providing a safe and successful educational environment for all. Through leadership, collaboration, communication and professional development, we emphasize reading, science and math to prepare our students for success in high school and beyond. Through the development of self motivation our students will be positive contributors to their community.

Strategic Priorities

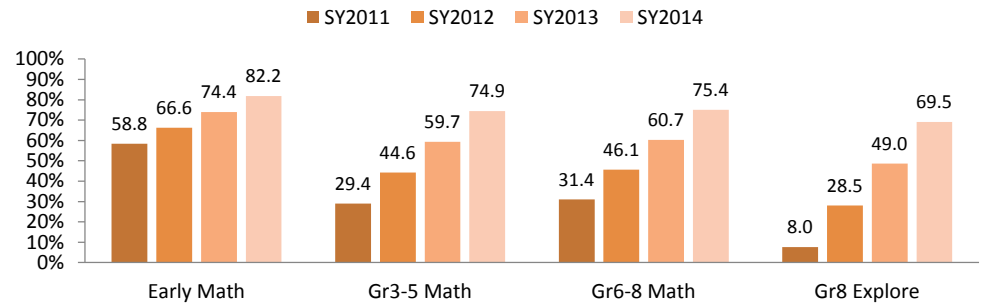
1. Increase reading and math scores by 10% through improved instructional practices
2. Design and align a robust curriculum for all students including SwD with CCSS
3. Provide students with greater access to technology
4. Implement school wide behavior plan to ensure a learning environment that promotes success
5. Restructure PLCs and professional development plan

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Robert Nathaniel Dett 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
Deborah P. Bonner	Principal
Wanda C. Hart	Assistant Principal
Megan Kehr	Other
Chinita Williams	Classroom Teacher
Andre Smith	Classroom Teacher
Martin Hardwick	Support Staff
Meshawn Marsh	Classroom Teacher
Irene Mitchell	LSC Member
Gloria Hampton	LSC Member
Timeka Frazier	Classroom Teacher
Joyce Yu	Classroom Teacher
Jacqueline Cuisinier	Counselor/Case Manager



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	84.3	85.7	87.2	88.6	Early Math % of students at Benchmark on mClass	58.8	66.6	74.4	82.2
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.2	34.7	53.1	71.6	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.4	44.6	59.7	74.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.9	50.9	64.0	77.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.4	64.1	72.9	81.4
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.7	42.5	58.4	74.2	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	31.4	46.1	60.7	75.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	29.6	44.7	59.8	74.9	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.3	64.7	73.2	81.6
8th Grade									
Explore - Reading % of students at college readiness benchmark	12.0	31.5	51.0	70.5	Explore - Math % of students at college readiness benchmark	8.0	28.5	49.0	69.5



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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	94.4	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	6.9	6.0	5.5	5.0

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	78.8	83.0	87.0	89.0		ISAT - Reading % of students exceeding state standards	15.4	17.0	19.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.7	85.0	88.0	90.0		ISAT - Mathematics % of students exceeding state standards	24.4	27.0	30.0	32.0
ISAT - Science % of students meeting or exceeding state standards	70.4	75.0	78.0	80.0		ISAT - Science % of students exceeding state standards	3.7	10.0	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
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school has established clear, measurable goals for student achievement based on needs assessment and data analysis.</p> <p>The school's instructional leadership team works collaboratively to design a strategic plan that addresses the school's priorities and outlines the implementation plan.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Principal creates professional learning communities to support teacher growth in content knowledge, leadership and improved practice</p> <p>Principal communicates regularly with families and all stakeholders on the vision, school performance and parent and community engagement.</p> <p>Principal works collaboratively with teachers and the community to establish culture of success for all students</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl 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 	<p>Each teacher is invested in the success of the school through leadership in one or more of the following:</p> <ul style="list-style-type: none"> -ILT membership -Professional learning community -Committee membership -Union representative -Network teacher leader -Rtl team -SIPAAA/CIWP team <p>Each teacher is encouraged to share in leadership and the decision making process</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>The ILT works collaboratively with the principal to analyze data and school priorities in order to make decisions that impact students and staff</p> <p>The school's ILT works to support and improve teaching and learning school-wide</p> <p>The school's ILT collaborates on the strategic plan to advance the school's vision</p> <p>The ILT meets monthly to analyze qualitative and quantitative data to support the school goals</p>	
<p>Monitoring and adjusting -----></p>			2
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • 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. 	<p>The school is implementing formative assessment school wide to better monitor student progress and teacher instruction</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The ILT, staff and administration are going through the process of unpacking the Common Core State Standards</p> <p>The ILT and teacher leaders are involved in professional development around the concept of backward design and curriculum mapping</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>As a school we are currently working to develop a more robust and consistent instructional focus relative to the Common Core State Standards. We are using formative assessments, ISAT, Scantron, and DIBELS data to make instructional decisions based on student needs.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>school -wide summative Assessment t data is organized, available and analyzed by all staff</p> <p>The teachers and The administration are working to develop Assessment methods that support diverse student needs</p> <p>Assessment accommoddations and modifications are in place and are constantly being reviewed to ensure that students with disabilities are able to appropriately demonstrate achievement</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Each teachers and students are learning to set short term goals that are just right in terms of challenge and mastery</p> <p>Each teachers assist students in focusing on the learning goal</p> <p>Formative assessment is effectively implemented school-wide</p> <p>Each teacher assists students in taking stock of where they are relative to the learning goal</p> <p>Each teacher take action to help students move close to the goal</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			1
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school needs to implement a plan that supports and monitors intervention for students</p> <p>Intervention needs to be better monitored by the ILT in order to address the diverse needs of students</p> <p>The school is working to improve its small group instruction design</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school is developing a year long focused plan for staff development based on the schools priorities and goals</p> <p>The school is working to develop job -embedded professional development that is aligned to teacher needs</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Teachers will collaborate monthly on long term planning, formative assessment practices and adjusting instruction</p> <p>Teachers share ownership for results in student learning</p> <p>Teams are inclusive of general education and special education teachers but greater collaboration among teachers is needed</p> <p>Protocols are being developed for team collaboration</p>	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>A peer coaching is needed at the school</p> <p>Professional development plans are being developed for teachers to tailor their needs</p> <p>Cross classroom visitation will be used as a form of coaching</p> <p>Regular feedback will be provided to teachers to support their individual growth</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>Every staff member reinforces the expectation that all students can learn</p> <p>The school is developing an intentional plan to support college and career culture</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>All students have adults that support them at the school</p> <p>Interactions between adults and students are respectful</p> <p>The school plans to implement a plan to encourage positive interactions between students</p> <p>Students with disabilities are engaged in activities within the school community</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school is developing a program that describes and establishes school-wide norms of creating a culture of calm</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The principal and teachers meet with families to share information on school performance and student achievement</p> <p>Teachers provided clear information to families on the expectations for learning goals and promotion</p> <p>The school provides the opportunity for families to have information that supports student achievement</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<p>Teachers and administration engage in ongoing two-way communication with families to ensure that they are informed about student learning and needs to support continued growth and what parents can do to support student achievement</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school has established a robust parent volunteer support group</p> <p>The principal and the teachers work to increase parent involvement in classroom and school-wide activities</p>	

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Typical School		Effective School	Evidence	Evaluation
Specialized support ----->				3
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	The school is developing a more strategic plan to provide specialized support through collaboration with social and community agencies		
College & Career Exploration and election ----->				3
<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The school is working to provide students with ongoing exposure to information and opportunities that will assist them in making informed decisions about future education plans		
Academic Planning ----->				2
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school is exploring and planning methods of support for students in planning and preparation for college and career aspirations and goals		
Enrichment & Extracurricular Engagement ----->				2
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	The school ensures that all students have the opportunity to participate in extracurricular and enrichment opportunities that build leadership and encourage good citizenship		

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	The school is working to develop opportunities for students to participate in college and career assessments	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 		
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	The ILT and administration work to monitor the transition at benchmark grades and support the needs of these students	

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
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>School allocates discretionary spending to align with the goals and priorities of the school</p> <p>School uses resources to support student achievement</p> <p>The school is seeking opportunities for outside funding to help meet the needs of students and staff</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>School actively works to attract the best talent for hiring.</p> <p>The administrative team developed protocols for questioning and the interview process.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The school has organized instructional blocks to meet the needs of students.</p> <p>Schedules have been created to allow time for teachers to collaborate on data for instructional decision making.</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

The students, staff, parents and community of Robert Nathaniel Dett Elementary School are committed to providing a safe and successful educational environment for all. Through leadership, collaboration, communication and professional development, we emphasize reading, science and math to prepare our students for success in high school and beyond. Through the development of self motivation our students will be positive contributors to their community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase reading and math scores by 10% through improved instructional practices	With a keen focus on formative assessment to improve student learning and teacher instruction we will be able to focus on embedding formative assessment strategies to better monitor and improve student achievement.
2	Design and align a robust curriculum for all students including SwD with CCSS	With the movement toward the CCSS in CPS schools and with the huge gap between ISAT v Common Core in both Dett and overall in CPS, it should become a priority of ours to adjust and align our teachings as a school to get our students prepared and competitive in CCSS scores. This includes, unpacking the CCSS for special education students as well so they too can have choices for high school and be prepared to succeed in high school.
3	Provide students with greater access to technology	According to the NY times, in the past 5 years the amount of time the average person spends on the internet has increased by 121%. With technology leading as the main source of communication in our students' lives, it becomes our responsibility to teach them how to effectively use technology as a tool for communication and learning as well as teach them the etiquettes and behaviors necessary to succeed on a global scale.
4	Implement school wide behavior plan to ensure a learning environment that promotes success	Our goal is to continue to promote a safe learning environment for our students we want to establish norms and protocols school wide that will encourage respect for learning, dignity, positive self esteem, and good citizenship in all students.

5	Restructure PLCs and professional development plan	In order to stay current and motivate our own students, teachers need to stay current and have the proper and effective tools for motivation, academics as well as classroom management. Research and reading can only take us so far, we need the communication and tools that only great PDs can provide, that take us out of our own everyday experiences so that we can bring a fresh POV and strategy to our teaching from time to time.
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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
Increase reading and math scores by 10% through improved instructional practices	With a keen focus on formative assessment to improve student learning and teacher instruction we will be able to focus on embedding formative assessment strategies to better monitor and improve student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Extend the learning opportunity in the reading block	Instruction	All	Administration	Quarter 1	On-going		
Extend the learning opportunity in the math block	Instruction	All	Administration	Quarter 1	On-going		
Curriculum mapping in reading and math	Instruction	All	Teachers/Admin	Summer 2012	On-going		
Use of formative and summative data to target instruction	Instruction	All	Teachers	Quarter 1	On-going		
Replenish reading and math instructional materials	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Purchase Weekly Reader supplemental magazine for grades prek-8	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Purchase additional novels for reading in grades 3-8	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Purchase printer to support reading program	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Two additional teaching positions purchased	Staffing	All	Administration	Summer 2012	Summer 2012		
Improve small group instruction with better materials and ideas	Instruction	All	Admin/Teachers	Summer 2012	On-going		
Teachers meet weekly with Principal to review data	Instruction	All	Administration	Quarter 1	On-going		
Purchase IXL math program	Instruction	All	Administration	Summer 2012	Summer 2012		
Planning sessions with Administration	Instruction	All	Admin/Teachers	Quarter 1	On-going		
ILT meets monthly to review school priorities and data	ILT/ Teacher Teams	All	ILT/Teachers	Quarter 1	On-going		
Purchase novels to support reading programs in grades 3-8	Instructional Materials	All	Administration	Summer 2012	Summer 2012		



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
Design and align a robust curriculum for all students including SwD with CCSS	With the movement toward the CCSS in CPS schools and with the huge gap between ISAT v Common Core in both Dett and overall in CPS, it should become a priority of ours to adjust and align our teachings as a school to get our students prepared and competitive in CCSS scores. This includes, unpacking the CCSS for special education students as well so they too can have choices for high school and be prepared to succeed in high

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher leaders attend Network summer institute	Professional Development	All	Teachers	Summer 2012	Summer 2012		
Teacher leaders will train staff	Professional Development	All	Teachers	Summer 2012	On-going		
General ed and special ed teachers plan collaboratively	Instruction	Students With Disabilities	Teachers	Summer 2012	On-going		
Special Education Team unpacks the CCSS for SwD	ILT/ Teacher Teams	Students With Disabilities	Teachers/Admin	Quarter 1	On-going		
Research and find materials and resources that align with the unpacked CCSS that will support SwD and Gen Ed students for the coming year	Instruction	All	Teachers	Quarter 1	On-going		
Communicate and plan with teachers from prior years student's teacher to plan out a well organized curriculum for the year that is cohesive to the student's IEP and includes conversation about how CCSS curriculum then aligns to that particular student	Instruction	Students With Disabilities	Teachers	Summer 2012	Summer 2012		
Search for effective software tools that can be used with the technology available that also aligns to a specific student's IEP and CCSS goal.	Equipment/ Technology	Students With Disabilities	Teachers	Summer 2012	On-going		



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
Provide students with greater access to technology	According to the NY times, in the past 5 years the amount of time the average person spends on the internet has increased by 121%. With technology leading as the main source of communication in our students' lives, it becomes our responsibility to teach them how to effectively use technology as a tool for communication and learning as well as teach them the etiquettes and behaviors necessary to succeed on a global scale.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchased more iPads for classroom use	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Technology classes for students	Instruction	All	Teacher/Admin	Quarter 1	On-going		
Teachers integrating technology into lesson	Instruction	All	Teachers	Quarter 1	On-going		
Plan technology lessons for upcoming school year	Instruction	All	Teachers/Admin	Summer 2012	Quarter 1		
Purchase mobility cart for iPads	Equipment/Technology	All	Administration	Summer 2012	Summer 2012		
Computer tables for lab	Equipment/Technology	All	Administration	Summer 2012	Summer 2012		
Instructional laptops for computer lab	Equipment/Technology	All	Administration	Summer 2012	Summer 2012		
Primary grades k-2 to receive introduction to computers	Instruction	All	Teachers/Admin	Quarter 1	On-going		
Professional development on Smartboard and iPad technology for teachers	Instruction	All	Teachers/Admin	Quarter 1	Quarter 1		
All committees to infuse school-wide technology-based projects throughout the year coordination for students in classrooms to use computer lab to access programs (i.e. Excel, PowerPoint). Possible projects to include tracking/averaging/graphing personal test data, creating a budget sheet.	Instruction	All	Teachers	Quarter 1	On-going		



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
Implement school wide behavior plan to ensure a learning environment that promotes success	Our goal is to continue to promote a safe learning environment for our students we want to establish norms and protocols school wide that will encourage respect for learning, dignity, positive self esteem, and good citizenship in all students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop school-wide management protocols	Other	All	Staff/Admin	Summer 2012	Quarter 1		
Plan assembly to share protocols with students	Other	All	Staff/Admin	Summer 2012	Summer 2012		
Foundations training and implementation	Other	All	Staff/Admin	Summer 2012	On-going		
Reinforce and reassess behavior protocols school-wide throughout the school year via assemblies, parent communications, school-wide incentives	Other	All	Staff/Admin	Quarter 1	On-going		
Implement programming such as "Student of the Week" outside partnering programs with female and male mentors and a student council.	Other	All	Staff/Admin	Quarter 1	On-going		



Strategic Priority 4

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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
Restructure PLCs and professional development plan	In order to stay current and motivate our own students, teachers need to stay current and have the proper and effective tools for motivation, academics as well as classroom management. Research and reading can only take us so far, we need the communication and tools that only great PDs can provide, that take us out of our own everyday experiences so that we can bring a fresh POV and strategy to our teaching from time to time.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review data to plan professional development	Professional Development	All	Teachers/Admin	Summer 2012	On-going		
ILT works with teacher teams to plan professional development based on student data	Professional Development	All	ILT/Teachers	Quarter 1	On-going		
Plan the calendar for PLC meetings for the upcoming year	Professional Development	All	Teachers/Admin	Summer 2012	Summer 2012		
ILT and teacher teams plan project based learning professional development	Professional Development	All	ILT/Teachers	Summer 2012	Summer 2012		
Continue the push of formative assessment school-wide. Weekly meetings with principal	Professional Development	All	Administration	Quarter 1	On-going		



Strategic Priority 5
