



### 2012-2014 Continuous Improvement Work Plan

## Arthur R Ashe Elementary School

Skyway Elementary Network

8505 S Ingleside Ave Chicago, IL 60619

ISBE ID: 150162990252437

School ID: 610268

Oracle ID: 26191



### Mission Statement

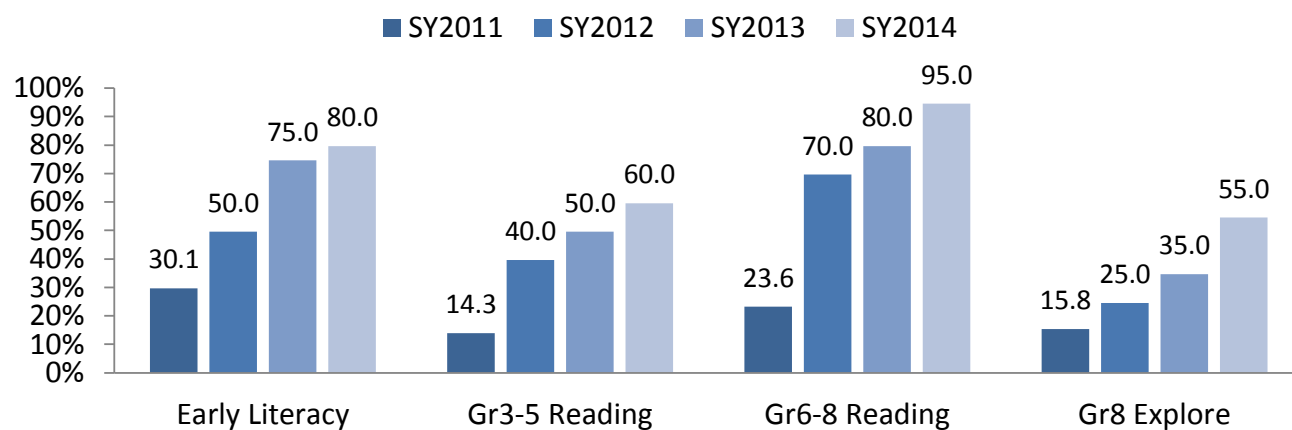
Our mission at Arthur R. Ashe Elementary School is to educate our students for tomorrow's challenges and demands. We, the Arthur R. Ashe Staff will increase student achievement through rigorous instruction in the core subject areas. Students will attend school daily, arrive on time, be prepared to actively participate in their learning. Parents will work in partnership with teachers to support student achievement. All stakeholders will provide support to ensure that the needs of our students are met. When we Learn Better, We Do Better.

### Strategic Priorities

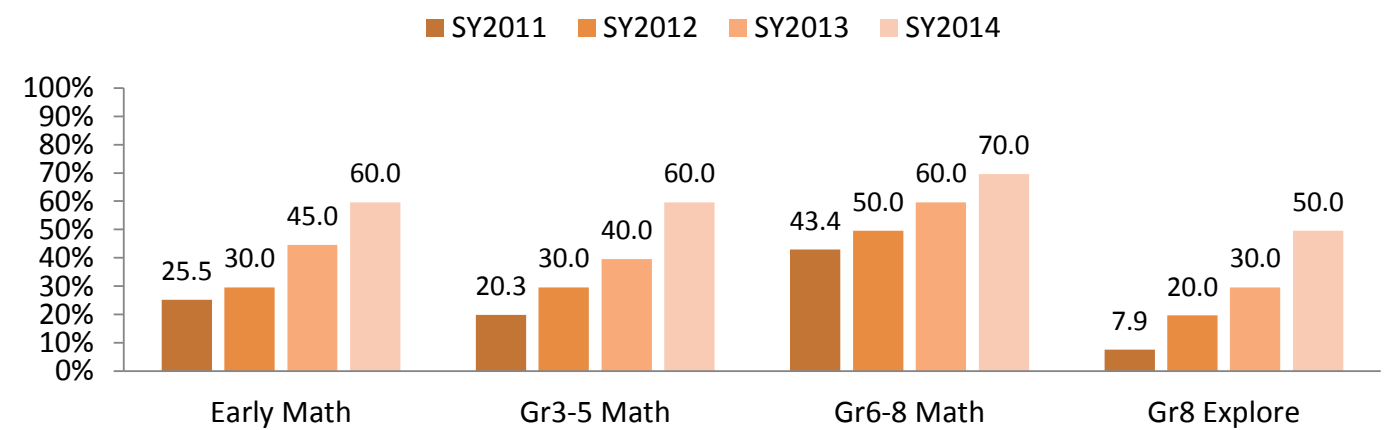
1. The number of students meeting at or above grade level for reading will increase to 65%
2. The number of students meeting at or above grade level for math will increase to 76%
3. The number of students meeting at or above grade level for science will increase from 40% to 70%

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Arthur R Ashe Elementary School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Dr. Richadine E. Murry	Principal
Jerome Ferrell Jr.	Assistant Principal
Jovonna Mobley	LSC Member
Patricia Tate	Lead/ Resource Teacher
Stephanie Hayes	Lead/ Resource Teacher
Marquita Jones	Classroom Teacher
Victoria Moorman	Classroom Teacher
Diane Martin	Support Staff
Mary Jedry	Classroom Teacher
Janice Johnson	LSC Member
Lillian Walker	LSC Member
Forestine DeBow-Jones	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	30.1	50.0	75.0	80.0		<b>Early Math</b> % of students at Benchmark on mClass	25.5	30.0	45.0	60.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	14.3	40.0	50.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	20.3	30.0	40.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	47.4	60.0	65.0	77.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	54.8	65.0	75.0	75.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	23.6	70.0	80.0	95.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.4	50.0	60.0	70.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	58.7	80.0	90.0	95.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.0	71.0	81.0	91.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	15.8	25.0	35.0	55.0		<b>Explore - Math</b> % of students at college readiness benchmark	7.9	20.0	30.0	50.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	87.9	92.0	94.0	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	41.6	30.0	25.0	10.0

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	57.7	75.0	79.0	85.0		<b>ISAT - Reading</b> % of students exceeding state standards	2.8	7.0	10.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	71.2	80.0	87.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.2	15.0	20.0	29.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	42.3	60.0	75.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	5.0	10.0	20.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	Building initiatives have been implemented based upon data collected on a weekly bases. Teacher packets are distributed at the beginning of each school year regarding building initiatives, policies and procedures.	
	<b>Principal Leadership</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Teachers meet weekly with the ILT to discuss classroom instruction and to evaluate each others' lessons and student work. Dr. Murry and Mr. Ferrell provide teachers with a comprehensive summary of teachers' strengths and weaknesses several times before teachers are given formal observations. Upon receiving feedback from administration the teachers are given a school wide check list and a narrative of strategies and suggestions to help improve quality instruction.</p> <p>Each year Ashe host a highschool career day where over 30 high schools present to our eighth grade students and at least 10 other elementary schools. The students are exposed to the requirements and expectations they must meet in order for them to qualify for placement at the high school of their choice.</p> <p>Administration expects all teachers to utilize technology during classroom instruction. All teachers are given six student computers</p>	

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<b>Teacher Leadership</b> ----->			4
<ul style="list-style-type: none"> <li>A core group of teachers performs nearly all leadership duties in the school.</li> <li>A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Each teacher is given an opportunity for leadership in our school . They are given an opportunity to join the ILT at various meetings and they present during professional development meetings different strategies and best instructional practices.</p> <p>The Rtl team is a mixture of primary, intermediate, and upper grade teachers as well as special education teachers and our school case manager.</p> <p>Administration had an introductory meeting with all staff inviting them to participate with the input of data and information for the SIPAAA/CIWP.</p> <p>Each teacher that have an opportunity to attend local or out of state conferences are expected to present their learning during grade-level and/or school wide meetings.</p> <p>Our building initiative is for all teachers to observe a colleague at least once a month. They are expected to complete a sheet with a check list of expected high quality instructional practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Our school is fortunate to have a Reading and Math coach. Both coaches are highly qualified teachers with evidence of effective pedagogy around planning CCSS lessons and units.</p> <p>The principal and assistant principal have a proven record of moving the school from 40 percent meets and exceeds to over 60 percent meets and exceeds within four years.</p> <p>The ILT team has generated test for each grade level based upon state standards.</p> <p>The ILT regularly analyzes qualitative and quantitative data via school wide weekly assessments, scantron, and common core quarterly test.</p>	<b>4</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Ashe has data walls that go back 5 years. Analyzing the data is quite simple because it is an instructional tool that capitalizes on the student progress and teacher effectiveness.</p> <p>Ashe has data walls that go back 5 years. Analyzing the data is quite simple because it is an instructional tool that capitalizes on the student progress and teacher effectiveness.</p>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Teachers and the ILT meet to discuss all quarter units for the entire school year. The units are monitored by the ILT and adjustments and modifications are made as needed.</p> <p>Teachers meet weekly during grade level meetings to discuss various methods for delivering instruction for their diverse classrooms.</p> <p>All grades and classes have text books that are grade and/or instructionally appropriate.</p> <p>On a weekly basis teachers provide strategies and recommendations for students who did not master the standard or objective for the week.</p>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Teachers coordinate text and technology with state standards, district goals and school objectives.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Teachers keep up-to-date records of their students' progress. All teachers keep current folders for each student with an average below 70%. Inside of the students' folders are weekly progress reports which indicate rather the student has made progress or if the student need's extra support.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Each teacher is required to have daily objectives posted on their chalk boards and they must state their objective during direct instruction. All teachers use HOTS, Bloom's Taxonomy and direct instruction. All lesson plans are based on the state standards and teachers are required to submit lesson plans to administration every two weeks or bimonthly.</p> <p>Teachers are required to practice direct instruction 20 minutes per lesson for whole group. After 20 minutes students are grouped heterogeneously and teachers facilitates each group.</p> <p>During facilitation, the teacher is able to monitor understanding of student learning per lesson. Students are also assigned a computer time after direct instruction on Kid's College and Achieve3000 which monitors students progress with reading and math skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Intervention</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>School wide assessments are administered each week. The assessments are created by our school ILT. The assessments are based on state standards.</p> <p>The ILT make adjustments to all weekly test based upon past and current assessments. Teachers have to reteach standards to students who do not pass the weekly assessments.</p> <p>All assessments are based upon weekly lesson plans and state standards.</p> <p>The weekly assessment sheets are submitted to administration and they identify particular skill gaps with students strengths and weaknesses.</p>	
<b>Whole staff professional development</b> ----->			<b>4</b>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Our priorities are attached to state standards and student needs. All staff members are presented with current student data which includes weekly assessments, scantron, CCSS, DIBELS. The purpose of the weekly assements, which are based upon state standards are to provide teachers with current data to help guide and target instructions. Every Monday and Tuesday all teachers meet with with tht ILT to analyze school wide data and to discuss contemporay instructional practices to move students from below to meets and from meets to exceeds.</p>	

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DIMENSION 3: I	<b>Grade-level and/or course teams</b> ----->			4
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>All grade levels meet on a weekly bases with the ILT to analyze data and recommend best instructional practices.</p> <p>We have a focussed sheet where teachers must submit on a monthly bases after observing a multiplicity of strategies using all grade levels.</p> <p>Teachers are required to bring their students extended response sheets to the meetings to discuss individual students' scores as well as other artifacts or student work.</p> <p>Administration and the school counselor monitors teachers' Rtl documentation sheets.</p>	
	<b>Instructional coaching</b> ----->			4
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Our ILT consist of reading and math teachers and coaching is required after weekly assessments have been submitted and analyzed.</p> <p>The ILT meets weekly with K-8 teachers to discuss data received from weekly assessments. Our ILT, general education teachers, special education teachers and administrators meet weekly to give support as needed.</p> <p>Our ILT identifies teachers needs and collaborate with them on a weekly bases. Teachers are given quality feedback from our ILT and administrators that support their individual growth. Cross classroom visitation along with a check list is used as a form of coaching.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Grades 5-8 are more consistent with reinforcing the thought of students preparing them for college. Preparing them for college and career ready standards is aligned with the standards and our obsession with teaching Blooms Taxonomy to all students K-8.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students have an adult advocate in their teacher, counselor, parent volunteer, LSC members and other staff which supports them in all their endeavors.</p> <p>Patterns of interactions are reinforced daily regarding appropriate behaviors and reinforced by all stakeholders. Inappropriate behaviors are determined based on the SCC implemented by CPS.</p> <p>All students with disabilities are engaged in all school activities both social and physical.</p> <p>All students are taught to demonstrate value of home language and culture in school language and culture. They learn the differences</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Ashe has a process in place to deal with student discipline and tiered approach to behavioral interventions that recognize and builds on positive through our student behavior guide which provides over 500 interventions which is required before any actions are taken.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Principal has a format that teachers provide for getting information to parents of students that might be in danger of failing or not making progress on a weekly basis. Teachers substantiate decisions based on data that is made available to parents on a weekly basis.</p> <p>Parents are given a year in Progress report at the beginning of the school year to inform parents of what to expect throughout the school year by quarter.</p> <p>Students in transition grades that transfer in are monitored by teachers and parents are given weekly progress reports when any concerns arise.</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Parents are notified weekly regarding students progress and informed about the students strengths and weaknesses and also suggestions relative to the assistance needed from the home.</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Our school environment is conducive to all areas of appropriate levels of interactions with all who enter.</p> <p>The principal works with the teachers and staff and parents to empower and motivate families and communities to become engaged. Our parent group of volunteers are very instrumental in assisting us with this project.</p> <p>Our school has T.O.P.S (Take Our Parents To School) once a month where we invite parents to their child's class from 9:00 a.m. - 12:00 p.m. Parents are encouraged to become engaged in lessons as they</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Specialized support is given to any family that reaches out to our staff and also given information from our counselor regarding outside agencies that can assist them.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Our counselor provides information regarding social agencies to all families in need.	
<b>Academic Planning</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Our school counselor provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a high school that connects to academic preparation and future aspirations.	
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	Our school provides students with an opportunity to participate in various sport activities and open gyms. Our school sponsors boys and girls mentoring programs. Students are taken on various field trips in Illinois and in other locations such as Washington D.C. and	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Our students have access to college information and academic programs through our school counselor.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Our students have access to college information and academic programs through our school counselor.	
	<b>Transitions</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	The classroom teacher and administration inform parents of their students' academic progress via weekly progress reports and parent conferences.	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			4
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Administration has allocated funds to support teachers tutoring students after school and allotted money for professional development	
	<b>Building a Team</b> ----->			4
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Whenever hiring is required the team of specialist have been included in assisting us with interviewing and deciding on which candidates will fit our student population and culture along with the qualifications necessary and experience they come with to help us make realistic and concrete decisions that will enable our students to move forward. Our process is multi step and interviews are a multiplicity of each intensive guidelines we implement during this process. The process is student centered and our focus is consistency within the experiences or training the candidates have or are acquiring.	
<b>Use of Time</b> ----->			4	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Administration initiated a two-hour block K-8 based upon school wide assessments including the ISAT. ISAT reading scores have increased almost 20% since incorporating the 2-hour block.		

## 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 at Arthur R. Ashe Elementary School is to educate our students for tomorrow's challenges and demands. We, the Arthur R. Ashe Staff will increase student achievement through rigorous instruction in the core subject areas. Students will attend school daily, arrive on time, be prepared to actively participate in their learning. Parents will work in partnership with teachers to support student achievement. All stakeholders will provide support to ensure that the needs of our students are met. When we Learn Better, We Do Better.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	The number of students meeting at or above grade level for reading will increase to 65%	Based upon the data from weekly assessments, scantron, and common core we identify the strengths and weaknesses of our students. We give professional development to teachers based upon this data also. We use Achieve3000 and Kid's College to assist students who are struggling with the skills and strategies based on the standards. Teachers will use enrichment and challenging activities to address those students who currently meet the standards. Teachers also reteach the instructional focus skills based on weekly assessments.
2	The number of students meeting at or above grade level for math will increase to 76%	Based upon the data from weekly assessments, scantron, and common core we identify the strengths and weaknesses of our students. We give professional development to teachers based upon this data also. We use Kid's College to assist students who are struggling with the skills and strategies based on the standards. Teachers will use enrichment and challenging activities to address those students who currently meet the standards. Teachers also reteach the instructional focus skills based on weekly assessments.
3	The number of students meeting at or above grade level for science will increase from 40% to 70%	Based upon weekly assessments' results and scantron performance we have on-going data which helps administration and teachers identify where finances and supplies such as books, manipulatives and technology are needed to best meet the needs of our students.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
The number of students meeting at or above grade level for reading will increase to 65%	Based upon the data from weekly assessments, scantron, and common core we identify the strengths and weaknesses of our students. We give professional development to teachers based upon this data also. We use Achieve3000 and Kid's College to assist students who are struggling with the skills and strategies based on the standards. Teachers will use enrichment and challenging activities to address those students who currently

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students reading at or above grade level will increase by 10% on NWEA.	Instruction	All	ILT and Teachers	Quarter 4	On-going	Behind	Continuous monitoring of instruction along with analyzing student work. The ILT will monitor classroom instruction and give immediate feed-back to teachers regarding his or her strengths and weaknesses. Increase informational and complex text by 25%. Implement a 30 minute daily writing component to the school wide schedule.
Fifty percent of second grade students will be at benchmark on DIBELS. Seventy-five percent of the students will increase their fluency rate to meet second grade targeted goals.	Instruction	Other student group	second grade teacher	Quarter 4	On-going	Critically Behind	The ILT, Dr. Murry and Mr. Ferrell will support the substitute teacher during instruction and during grade level meetings. We will instruct the substitute teacher to use differentiated instruction. Students will practice and chart their fluency rates on a daily basis. Increase informational and complex text by 25%
ELA CCSS will continue to be unpacked. Performance assessments, tasks and lesson plans will be aligned to address CCSS and ISAT standards.	ILT/ Teacher Teams	All	ILT and Teachers	Quarter 4	On-going	On-Track	During morning and grade level meetings we will unpack the CCSS and analyze the new CPS framework.
Eighty percent of students will pass the weekly assessments with a grade of B or better.	Instruction	All	ILT and Teachers	Quarter 4	On-going	Behind	Increase informational and complex text by 25%
There will be 25% growth from the BOY to EOY on Scantron	Instruction	Other student group	ILT and Teachers	Quarter 4	On-going	On-Track	Increase informational and complex text by 25%
In grades K-2 seventy-five percent of the students will increase their fluency rate to meet their particular grade level goals.	Instruction	All	Primary teachers	Quarter 4	On-going	On-Track	Second grade teacher had an extended day twice a week to address fluency, sight words, and comprehension skills.



## 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
The number of students meeting at or above grade level for math will increase to 76%	Based upon the data from weekly assessments, scantron, and common core we identify the strengths and weaknesses of our students. We give professional development to teachers based upon this data also. We use Kid's College to assist students who are struggling with the skills and strategies based on the standards. Teachers will use enrichment and challenging activities to address those students who currently meet the

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The number of students meeting at or above grade level for math will increase to 76%	Instruction	All	Middle School Math teachers and K-5 teachers	On-going	On-going	On-Track	Continuous monitoring of instruction along with analyzing student work. The ILT will monitor classroom instruction and give immediate feed-back to teachers regarding his or her strengths and weaknesses in math. All students will focus on procedural and conceptual understanding.
Add Algebra in 2012-2013	Instruction	Other student group	7th and 8th Grade teachers; Mrs. Tate and Ms. Jedry	Quarter 4	On-going	On-Track	Order books and materials for 8th Grade Algebra
Eighty percent of students will pass the weekly assessments with a grade of B or better.	Instruction	All	ILT and Teachers	Quarter 4	On-going	Behind	All students will focus on procedural and conceptual understanding.
There will be 25% growth from the BOY to EOY on Scantron	Instruction	Other student group	ILT and Teachers	Quarter 4	On-going	On-Track	All students will focus on procedural and conceptual understanding.
One hundred percent of teachers will implement high quality instruction using the CPS instructional framework.	Professional Development	All	ILT and Teachers	Quarter 4	On-going	On-Track	Professional Development has been on-going during regular scheduled district meetings, after school meetings and grade level meetings.
In grades K-5 at least 80% of students will have automaticity	Instruction	Other student group	ILT and Teachers	Quarter 4	On-going	Behind	Daily bell ringers and use of manipulatives will be incorporated to teach facts.







**Strategic Priority 3**



