



2012-2014 Continuous Improvement Work Plan

Oscar DePriest Elementary School

Austin-North Lawndale Elementary Network

139 S Parkside Ave Chicago, IL 60644

ISBE ID: 150162990252605

School ID: 610367

Oracle ID: 26631



Mission Statement

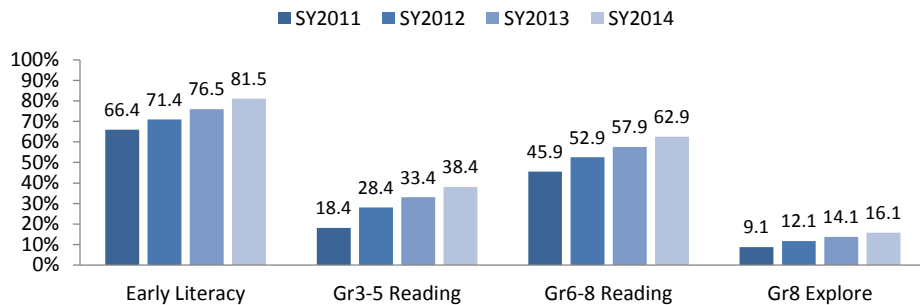
Oscar De Priest strives to meet the academic and socio-emotional needs of every student by implementing best practices in teaching and learning which includes differentiated and modified instruction for all students. We believe that through collaborative teaching and learning De Priest students will be empowered to succeed in high school and post secondary studies and beyond. We will create and maintain an environment of excellence and diversity.

Strategic Priorities

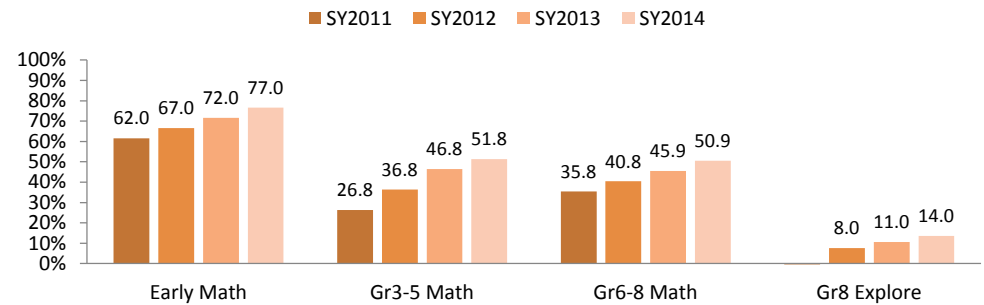
1. Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in reading in order to become college and career ready.
2. Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in math in order to become college and career ready.
3. Increase attendance school wide to 96% , in order to increase achievement among students.

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:	Oscar DePriest 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
Minnie L. Watson	Principal
Victoria R. Perry	Assistant Principal
Clara M. Williams	Classroom Teacher
Donnell White	Classroom Teacher
Mark McDermott	Special Education Faculty
Denise Mc Broom	Classroom Teacher
Gwen Brown	LSC Member
Tamara Anderson	Counselor/Case Manager
Suzanne GrayBurns	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	66.4	71.4	76.5	81.5		Early Math % of students at Benchmark on mClass	62.0	67.0	72.0	77.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.4	28.4	33.4	38.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.8	36.8	46.8	51.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.9	47.9	52.9	57.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	43.2	53.2	63.2	0.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.9	52.9	57.9	62.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.8	40.8	45.9	50.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	76.9	81.9	86.9	91.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	78.2	83.2	88.2	93.2
8th Grade										
Explore - Reading % of students at college readiness benchmark	9.1	12.1	14.1	16.1		Explore - Math % of students at college readiness benchmark	0.0	8.0	11.0	14.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.7	94.7	95.0	96.7					
Misconducts Rate of Misconducts (any) per 100	20.0	15.0	10.0	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	68.0	73.0	78.0	83.0		ISAT - Reading % of students exceeding state standards	9.8	11.8	13.8	15.9
ISAT - Mathematics % of students meeting or exceeding state standards	63.4	68.4	73.4	75.4		ISAT - Mathematics % of students exceeding state standards	4.8	6.8	8.8	10.8
ISAT - Science % of students meeting or exceeding state standards	60.8	65.8	70.8	75.8		ISAT - Science % of students exceeding state standards	1.0	3.0	5.0	7.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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. 		
	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. 	Based on classroom/teacher observations Principal will collaborate with teachers to stabilize a common language of instruction to align professional development, feedback and teacher growth. Principal will through ongoing professional development help teachers align Common Core Standards for professional practice. Principal will provide regular updates to CPS Reach Students Evaluation Framework for Teaching. Principal will continue to empower teachers to demonstrate growth in the REACH Domains. Principal will continue to share with all stakeholders all school data in a timely and student friendly manner, and will continue to hold parent nights in order to get information to the general community about the student learning goals and their opportunities opportunities for parental and community involvement.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>We will continue to strive to build and maintain a strong Instructional Leadership Team and Teacher Leaders who guide, mentor and oversee a certain grade band. (K-2, 3-5, & 6-8). Teachers will facilitate self-assessments and professional growth plans. We will continue to have dedicated common planning at grade and course level where the teams will meet. Our ILT is responsible for the Data and Rtl in the school. We have a full time parent advocate who serves as a parent liaison. Each teacher has equity of voice in grade/course, ILT and staff meetings and each teacher is encouraged to share learning through ongoing teacher led professional development best practices and through the visits to other high achieving schools. Teachers gathers data and evidence to assess teacher growth and development. Principal will provide teachers the opportunity to demonstrate growth in pedagogy that increases student achievement.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			2
<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>Monitoring and adjusting -----></p> <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. 			2
<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. 			
<ul style="list-style-type: none"> ILT analyzes student data weekly, monthly and quarterly, depending on what the data is that they are looking at. Using the theory of action as the driving force, the data is analyzed in order to make adjustments in focus and to target support for particular teachers and students. 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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>Grade level teams will continue to develop year-long curriculum maps aligning the Illinois State Standards to the Common Core, and will teach what the standards require. Each grade level teach units that are aligned with the common core. All lesson plans will include modification necessary to ensure that the diverse student learners and general education students are able to attain common core content knowledge. All teachers will have access to grade appropriate level of complexity and informational text h CCSS recommended levels by grade bands. Administration is responsible for making sure that all teachers have materials to meet this requirement.</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>One of the most important needs in implementing the common core is to repurpose existing resources and supplement where need informational text and curricular materials that have text complexity to support the teaching of common core principles in the classroom. We follow a balanced instructional approach, where all teachers are given the tools that enable teachers to meet our students individualized needs, whether they are performing at grade level, above grade level or have not met grade level standards. Each teacher has received core curriculum materials that are aligned to</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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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 data is available throughout the school. Data is made readily available upon each assessment. All teachers at each grade level uses this data to monitor student learning on an ongoing basis. Administration collects and analyzes school wide data, focusing on identified areas of weakness or strength. All students who are in need have their assessment modified and are given the necessary accommodations in order to ensure success, and that these students with disabilities are able to appropriately demonstrate their knowledge and skills.</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 teacher uses Blooms's Taxonomy with students to incorporate Rigor within the classroom to promote higher order thinking skills. Each teacher clearly posts the days standard based learning objectives, directions and procedures in the classroom daily so that all student can effective communicate what they are suppose to be learning. Teacher scaffold instruction to ensure that all students regardless of ability or disability have access to complex text and are able to engage in complex text. Each teacher regular give formative assesement during instruction in order to gage student progress and to check for understanding.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<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>School has a systematic approach through screening assessments to identify students in need of intervention. Through progress monitoring teachers are able to identify particular skill gaps. The use of Scantron at grades 3-8 and DIBELS and mclass math in the primary grades teachers are able to provide modifications and intervention to students in need, and also to provide enrichment for those students who are high achieving. Interventions include small groups, push in, before and afterschool reading and math programs and individual one on one tutoring.</p>	
Professional Learning	Whole staff professional development ----->			2
	<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>We have ongoing professional development that extends through 2012-2013. Over 95% of our teachers participate in various trainings within the school and outside. These trainings include Everyday Math and Math Thematics, FOSS and SEPUP science training, Common Core State Standards training, REACH training, Literacy trainings, provided by area and district. All of these are aligned to the needs at each grade level. All of the schoolwide professional training is job embedded and is relevant to the needs of the teachers.</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>Teacher collaboration is embedded in the school culture. Grade level common planning is a weekly mandate where long term unit planning, weekly analyze of formative assessment data and planning weekly instruction is taking place, and can be verified through planning minutes and agendas. Teachers meet to discuss progress monitoring and they have and share ownership for their student results. These results are posted, claimed and plans for intervention or enrichment are made accordingly. Teachers have learned at grade level teams to establish effective procedures for making team decisions, learned to use data as the basis for decision making, and they focus on the three key elements when setting actions and making adjustments to instruction. Tools for self-assessment and action planning, to target high-priority areas are provided to each teacher team.</p>	
	Instructional coaching ----->			2
	<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>Each average of low performing teacher is provided with a highly proficient or superior teacher at a grade level cycle to serve as a coach, mentor for instructional support. All teachers must submit professional development plans, to ensure professional growth. Teachers receive ongoing, quality feedback after formal and informal observations in order to support individual teacher growth. Peer teacher and cross classroom visitation is embedded in the culture and a atmosphere of trust and professionalism exist because of this norm.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>School has begun to implement the college and career ready standards and curriculum adopted by CPS. All classrooms will adopt a college or university to student to make student aware of college options. Classes will discuss careers in the social studies curriculum, and this will become a focus and priority so that we ensure that our students will become college and career read. All grades 3-8 will have an opportunity to have representation from their class on the student council and will have an opportunity through this representative to be heard.</p>	
	Relationships ----->			2
	<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 at least one adult that they have developed a bond with, who they see as someone that cares about them and who will support them in achieving their goals. Interaction between adult staff and students is respectful, and appropriate, fair and responsive to the particular need of the situation. All students, general education and those with disabilities are highly engaged with all staff and participate in extra curricular activities, inside and outside of the school. School and classrooms are respectful of the culture and language of all students, this can be through the bi-lingual news letters sent home. The phone system which is bi-lingual, the hiring of bi-lingual staff to interpret for school and parents, so that the primary language is respected. It is also seen through through the display of multicultural symbols in the classroom and throughout the</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>De Priest follows the guidelines and expectations regarding behavior and discipline the Chicago Public School Discipline Code book. All classroom teachers have established with their students classroom rules of conduct and behavior and had Relationshipsave intervention and incentives to support these rules. School is part of Foundations and CHAMPS training and is finding that this training is helping to support a safe, welcoming school environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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>Monthly school calendars are provided to parents /families to tell about the expectations and operations and what is going on at the school. Teachers provide progress reports quarterly to give parents information regarding student achieve. Family night are hosted in order to share school wide and classroom goals and expectations with parents and families.</p>	
	Ongoing communication ----->			2
	<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>School has established times when families can come to the school. Communication is open and honest and parents are given vital information regarding how their child is doing at qarterly report card distribution dates, through progress reports, and by scheduling appointments with teachers for conferences. Teachers make phone calls are documented to ensure that proof is given of home to school contact. School have school planners where teachers have an</p>	
Bonding ----->			2	
	<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 establishes a welcoming environment. Parents seek to enroll students because of the schools reputation of having a family atmosphere. The principal leads staff, students and parents to actively become engaged in the school community, through family nights for literacy, math, art and science. Outside partnerships provide the parents and students opportunities to go to the Field Museum, Navy Pier, Shedd Aquarium, Museum of Science and Industry.</p>	

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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	School provides required services to students within the school. Additionally, school staff frequently makes home visits led by the school social worker and school counselor and collaborates with external partners and neighboring social service agencies as needed to meet the needs of our families, both through mental and social health and help.	
	College & Career Exploration and election ----->			2
	<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. 	All college and career activities and curriculum are age appropriate and are provided to students Pre-K through 8th in preparation for students academic preparation and future aspirations.	
	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. 	School has research based curriculum that supports college and career ready planning. Plans are to increase the rigor through the selection of more informational text and text with more complexity in order to ensure that all students will be college and career ready. Teachers will need to have a paradigm shift in order to be ready to implement this new curriculum and PD will be needed to support the teachers as they make this shift. Text will be at a higher grade level for middle school and algebra will be taken by 8th grade students who have tested into this class. The expectation is that more students will be ready for the Algebra class as teachers increase the	
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. 	School provides a wide range of extracurricular activities and enrichment opportunities, such as student council, chess, basketball, drama club, choir, volleyball, baseball, girls scouts, boys scouts, track and field, cheerleading, academic olympics club, and many more that		

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. 	<p>The school has provided students classes on how to get ready take EXPLORE test, practice opportunities to take the E XPLORE test and to actually have the students take the real EXPLORE Assessment that promotes preparation and performance for college readiness.</p>	
	College & Career Admissions and Affordability ----->			2
	<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. 	<p>Counselor provides 8th grade parents and student information regarding colleges and financial assistance, and took a group of 8th graders and parents on a College tour of Northern Illinois University to give them a first hand experience of college and college life, in preparation of future endeavors.</p>	
Transitions ----->			2	
	<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. 	<p>School effectively communicates the goals for each grade level to parents so that an effective and smooth transition from grade to grade takes place. The transition from 8th grade to 9th starts with the counselor inviting parents to two 8th family nights where she has all of the information about 8th grade graduation requirements, and promotion policy mandated by the Chicago Board of Education. The counselor provides all of the information regarding selecting high schools and test that may need to be taken for Select Enrollment High Schools and gives the information regarding the requirements</p>	

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 ----->			2
	<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 uses discretionary funds effectively to meet the needs and strategic priorities of the school. School has pursued funding to support Math Intervention in the form of a grant from Mind Research to support ST Math, received grant to support art education from Chase Bank, and got the SMART grant to get SMART Boards in the classrooms. School monitors the use of resources that promote student achievement necessary for every student to graduate college and career ready.</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 developed an interview team that will consist of representatives from the department of the vacancy. School encourages and partners with university to host student teachers.</p>	
Use of Time ----->			2	
	<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>School creates a school wide schedule that meets the instructional goals of the State of Illinois and the instructional needs of the Common Core Standards and all students. The schedule allows for teacher collaboration time. It also provides time for Tier I research based instruction and Tier II and Tier III intervention for struggling students so that all students are taught where they at. All students will be provided opportunities before, during and after school with opportunities for intervention and enrichment, to build upon core content subjects and to enhance opportunities to becoming college</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

Oscar De Priest strives to meet the academic and socio-emotional needs of every student by implementing best practices in teaching and learning which includes differentiated and modified instruction for all students. We believe that through collaborative teaching and learning De Priest students will be empowered to succeed in high school and post secondary studies and beyond. We will create and maintain an environment of excellence and diversity.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in reading in order to become college and career ready.	According to 2011 ISAT only 9.8% of De Priest students are college and career ready. We believe that with the implementation of the Common Core Curriculum Standards in Reading in the classroom and through on- going professional development around rigor, the Common Core with collaboration among teachers and strategic monitoring and observation by administration, our student will be better prepared to work toward the goals of becoming college and career ready.
2	Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in math in order to become college and career ready.	According to 2011 ISAT only 4.8% of De Priest students are college and career ready. We believe that with the implementation of the Common Core Curriculum Standards in Math in the classroom and through on- going professional development around rigor, the Common Core with collaboration among teachers and strategic monitoring and observation by administration, our students will be better prepared to work toward the goals of becoming college and career ready.
3	Increase attendance school wide to 96% , in order to increase achievement among students.	Research shows that students who attend school on a regular basis are more successful on achievement tests and in school which will increase the opportunity for the students at De Priest to become college and career ready. Having a parent advocate who is dedicated to improving attendance through community outreach, parental contact and an student incentive program, we believe that we will be successful in achieving our goals.
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
Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in reading in order to become college and career ready.	According to 2011 ISAT only 9.8% of De Priest students are college and career ready. We believe that with the implementation of the Common Core Curriculum Standards in Reading in the classroom and through on-going professional development around rigor, the Common Core with collaboration among teachers and strategic monitoring and observation by administration, our student will be better prepared to work toward the goals of

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	mm
Unpacking the Common Core Standard Quarterly K-2, 3-5, 6-8 (Compact Tools)	Instruction	All	Administration and Teachers	Quarter 1	Quarter 4		Instructional Leadership Team will monitor and lead Common Core Alignment
Implement ISAT, NWEA and continue with DIBELS, ST Math, Achieve 3000, to build ongoing accountability system	Instruction	All	Teachers and Administration	Quarter 1	On-going		
Provide professional development for implementation of Common Core aligned to Reading and instruction led by Instructional Leadership Team	ILT/ Teacher Teams	All	Teachers and Administration	Summer 2012	On-going		Utilize CPS University to track attendance and provide CPDU's
Conduct a needs assessment of instructional materials and texts aligned to Common Core State Standards and purchase more informational text and non-fiction text., and supplementary math materials around problem solving.	Instructional Materials	All	Administration and Teachers	On-going	On-going		Meet with Vendors and Area Literacy Coach for recommendations
Purchase Achieve 3000 for benchmark grades 3,6,8	Instructional Materials	Other student group	Administration	Summer 2012	Summer 2013	Completed	Schedule Achieve 3000 Professional development for teachers
Conduct daily classroom observation using the New Teachers Framework in all grades to monitor instructional best practices	Instruction	All	Administration	Quarter 1	Quarter 4		Implement REACH Students
Provide funding for professional development for teachers and administration	Instruction	All	Administration and Teachers	On-going	Summer 2013		Create yearlong Professional Development Schedule with ILT
Provide funding for seminars and conferences for teachers and administration	Instruction	All	Administration and Teachers	On-going	Summer 2013		Select conference that focus on instructional goals.
Purchase instructional materials aligned to the 'common core state standards in reading	Instructional Materials	All	Administration and Teachers	Summer 2012	Quarter 1		
Purchase Brain Pop to enhance all content areas	Instructional Materials	All	Administration and Teachers	Summer 2012	Quarter 4		



Strategic Priority 1

Before and After school Boot Camp for Reading Intervention and enrichment for students	After School/ Extended Day	All	ILT and Teachers	Quarter 2	Quarter 4		
EXPLORE Practice sessions for 6th, 7th and 8th grade	Instruction	Other student group	ILT and Teachers	Quarter 1	Quarter 4		
Meeting with 6th, 7th and 8th grade parents regarding high school and college requirements	Parental Involvement	Other student group	ILT and Teachers	Quarter 1	Quarter 4		



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
Implement Common Core Curriculum Standard to insure that all students are meeting/exceeding standards in math in order to become college and career ready.	According to 2011 ISAT only 4.8% of De Priest students are college and career ready. We believe that with the implementation of the Common Core Curriculum Standards in Math in the classroom and through on- going professional development around rigor, the Common Core with collaboration among teachers and strategic monitoring and observation by administration, our students will be better prepared to work toward the goals of

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	a
Unpacking the Common Core Standards Quarterly around Math (K-2, 3-5, 6-8)	Instruction	All	Administration and Teachers	Summer 2012	Quarter 4		Instructional Leadership Team will monitor and lead Common Core Alignment
<i>Implementation of ISAT, NWEA, Mclass Math</i>	Instruction	All	Administration and Teachers	Quarter 1	Quarter 4		
Provide professional development in Everyday Math, Math Thematics and Algebra and Common Core State Standards in Math	Instruction	All	Administration and Teachers	Summer 2012	Quarter 4		
Conduct need assessment of instructional materials and text aligned to Common Core State Standards in math	Instructional Materials	All	Administration and Teachers	Summer 2012	Quarter 1		
Purchase ST Math online program to enhance mathematic curriculum and to provide intervention for low achieving math students	Other	All	Administration and Teachers	Quarter 1	Quarter 4		
Purchase Textbooks and Supplementary Materials for Algebra Class and Math Classes	Instructional Materials	All	Administration	Summer 2012	Quarter 1		
Provide funds for substitue coverage so teachers can attend professional development	Other	All	Administration	Quarter 1	Quarter 4		
Conduct daily classroom observations in all grades to monitor instruction delivery	Instruction	All	Administration	Quarter 1	Quarter 4		Implementation of REACH Students
Before and After School Boot Camp for math intervention and enrichment for students	Instruction	All	Teachers/ILT	Quarter 1	Quarter 4		
EXPLORE Practice Sessions for 6th, 7th and 8th grade students	Instruction	Other student group	ILT/Teachers	Quarter 1	Quarter 2		
Meeting with 6th, 7th and 8th grade parents about high school and college requirements	Parental Involvement	Other student group	ILT/Teachers	Quarter 1	Quarter 4		



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
Increase attendance school wide to 96% , in order to increase achievement among students.	Research shows that students who attend school on a regular basis are more successful on achievement tests and in school which will increae the opportunity for the students at De Priest to become college and career ready. Having a parent advocate who is dedicated to improving attendance through community outreac, parental contact and an student incentive program, we believe that we will be successful in achieving our goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	o
Provide funds for parent advocate position to help to improvestudent attendance and increase parental involement	Parental Involvement	All	Administration	On-going	On-going		
Provide funds for incentives for improving student attendance	Other	All	Administration and parent advocate	On-going	On-going		



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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