



2012-2014 Continuous Improvement Work Plan

Ninos Heroes Elementary Academic Center

Skyway Elementary Network

8344 S Commercial Ave Chicago, IL 60617

ISBE ID: 150162990252823

School ID: 609961

Oracle ID: 31101



Mission Statement

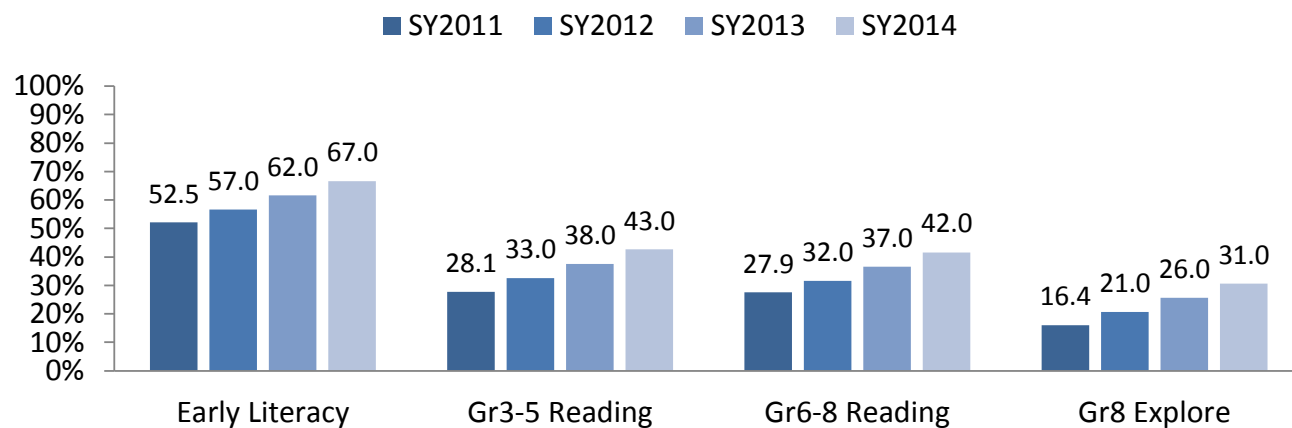
Our mission is to create and maintain a highly challenging academic environment. The expectations of achievement will be evident, in all facets of the school day; in the grades, conduct, attendance, and citizenship, of our students. It is our goal to prepare students for college and career exploits after graduation. We will accomplish this through cooperation of the students, staff, families, and community. When successful our evidence will consist of our student achievement data, attendance rates, graduation rates, climate data, and in our CPS school report card.

Strategic Priorities

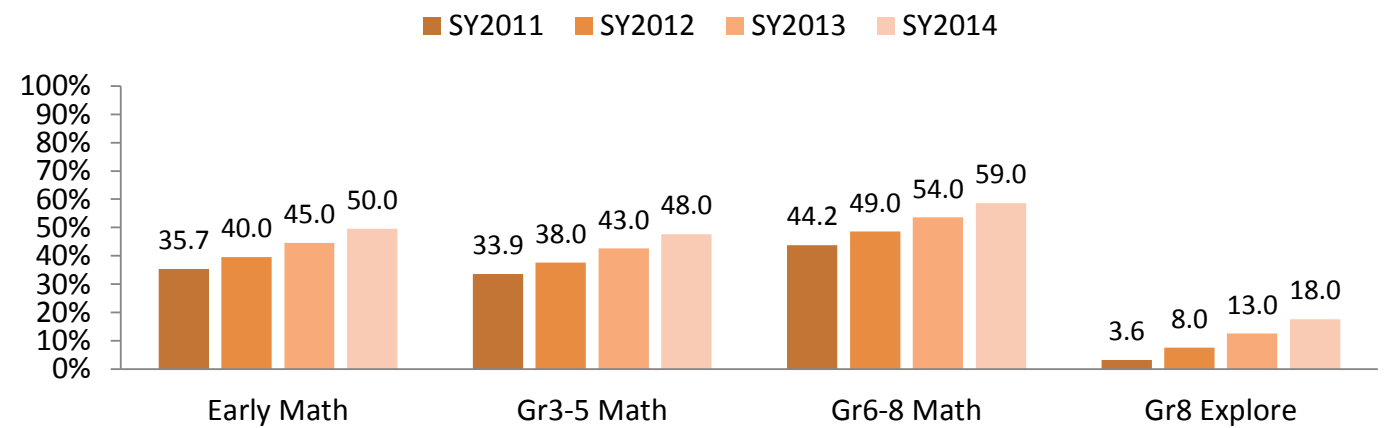
1. Improve literacy scores (reading and writing) throughout the building PK-8.
2. Improve math scores throughout the building pk-8.
3. Improve science scores throughout the building pk-8.
4. Improve the productivity of ILT and collaboration meetings.

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:	Ninos Heroes Elementary Academic Center

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
Justin Moore	Principal
Elaine Bell	Assistant Principal
Kim Fuller	Counselor/Case Manager
Lee Ella Caston	Classroom Teacher
Rosa Covarrubias	Classroom Teacher
Ebony Heath	Classroom Teacher
William Hozian	Classroom Teacher
Andrea Akins	Classroom Teacher
Leon Hamilton	LSC Member
Patricia Hamel	LSC Member
Angela Ashwood	Special Education Faculty



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	52.5	57.0	62.0	67.0		Early Math % of students at Benchmark on mClass	35.7	40.0	45.0	50.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.1	33.0	38.0	43.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	33.9	38.0	43.0	48.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	57.0	62.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.1	67.0	72.0	77.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.9	32.0	37.0	42.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.2	49.0	54.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.5	64.0	69.0	74.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.3	71.0	76.0	81.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	16.4	21.0	26.0	31.0		Explore - Math % of students at college readiness benchmark	3.6	8.0	13.0	18.0



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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	93.9	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	25.9	22.0	20.0	18.0

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	61.6	66.0	71.0	76.0		ISAT - Reading % of students exceeding state standards	9.4	14.0	19.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.7	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	14.7	19.0	24.0	29.0
ISAT - Science % of students meeting or exceeding state standards	55.8	60.0	65.0	70.0		ISAT - Science % of students exceeding state standards	1.9	6.0	11.0	16.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The CIWP and FSD plan, illustrate that we have established clear measurable goals. Additionally, we have plans that have the same priorities. We are limiting our priorities to enable us to have clarity of focus on these vital priorities.</p>		
DIMENSION 1: Leadership	Principal Leadership ----->				2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Areas that will be addressed for improvement:</p> <ul style="list-style-type: none"> - initiating a college/career focus - making the work more systemic, where the activities have a consistent focus and build off of each other. - increasing our efforts for family and community engagement. 		

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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>Currently all of our committees consist of virtually the same staff members. Getting more teachers involved and invested is a goal for SY 13.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT has a good composition and all key areas are represented. Additionally, the ILT has led staff PD and other initiatives. Moving forward, the ILT needs to assume leadership of the grade level and team meetings. Additionally, the members need to be viewed as the leaders of teaching and learning in the building, to enhance its overall effectiveness.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Data analysis occurs for all local, district, and state assessments. To improve, a recurring schedule for assessment data has to be implemented, so it does not slide to the "back burner."</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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 levels create maps and units of study. The vertical teams share information regarding the needs for the next grade level of the students.</p> <p>Adoption and implementation of CCSS is needed for improvement in this area.</p>	
	Instructional materials ----->			4
	<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>Each grade level from K-8 has the same texts and instructional materials. The materials have adaptability for SPED and ELL students.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<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>In addition to the district assessments, the school has created a series of formative assessments that lead up to the ISAT. They are completed in reading and math; they start bi-monthly and move to monthly.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>Most of the suggested practices can be found throughout the building. The issue is lack of consistency and frequency. For improvement, these practices need to be more consistent and occur in every class. These practices will be measured on our lesson plans, walk thru forms, and a constant topic of grade level meetings.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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>Intervention in K-8 is administered per classroom as needed, according to the students' data. The Assistant Principal meets with individual teachers and teacher teams to determine intervention strategies, which include small group instruction and push-in support provided by Asst. Principal, Dean, Resource Teachers, ESP's, and volunteers.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is aligned to priorities and has a clear focus. This year we consistently addressed, skills for the ISAT and scantron assessments.</p> <p>For improvement, we need to develop a monitoring system for our PD plan.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<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>Curriculum maps and units are completed by teacher teams throughout the summer. Student achievement is the focus of grade level meetings throughout the year. The team consists of representatives from all departments.</p> <p>As stated above, the ILT member taking a larger leadership role is necessary for improvement in this area.</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>Teachers receive quality feedback and have dialogue from formal and informal observations. Coaching comes as needed and is more reactive than proactive.</p> <p>Staff coaching needs to become more proactive and systemic. The AP/Reading Coach will collaborate with the ILT and teacher teams, developing the individual PD plans and monitoring individual growth. This is necessary for improvement in this area.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	The 6-8 teams consistently reinforce this message through discussion, decorations, and apparel. The message needs to be spread throughout the building and more systemic. This will be a shift from getting students prepared for High School, to postsecondary opportunities.	
	Relationships ----->			4
	<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. 	Our attendance and climate data indicate our progress in this area. Additionally, the seamless integration of our SPED and ELL students into the building, is illustrated by their participation in athletics, clubs, and school activities.	
Behavior & Safety ----->			4	
	<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. 	Our attendance and climate data indicate our progress in this area.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	The school has numerous events to share progress with the parents. Furthermore, the principal presents monthly to the LSC, the parent PAC, and the bi-lingual parent committee. This is in addition to all of the parent communication that is mailed and sent in backpacks, regarding grades, assessments, and other pertinent information.	
	Ongoing communication ----->			4
	<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. 	The school has multiple events throughout the year that addresses this area. Additionally, bridge grades and the middle school grades have parent meetings to inform the families. Furthermore, we conducted trainings for the parents on Study Island and other computer adaptive technologies.	
Bonding ----->			3	
	<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. 	The school hosts multiple events in addition to district required events. Additionally, parents are invited to the multitude of assemblies, games, concerts, and academic fairs. An increased effort to empower families and increase engagement is needed for improvement.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<p>The school has a partnership with Metropolitan Family Services. Students and families are often referred to them, when there is a need. Additionally, staff and support staff often make home visits to assist those in need.</p>	
	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. 	<p>Historically this has not been viewed as a K-8 priority. Matriculation to HS has been the focus.</p>	
Academic Planning ----->			3	
<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. 	<p>This is accomplished through our offering of the Comprehensive Gifted Program. This is a more rigorous track for the student. Need to shift information to a more post secondary focus than we currently have.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	<p>The school offers many sports, clubs, and other extracurricular activities. Additionally, the 21st Century program, allows for increased student engagement in activities the school could not typically provide.</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	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>We will integrate some career assessments and interest inventory work into the middle school grades.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>DNA</p>	
Transitions ----->			4	
	<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>The school has multiple events including open house and benchmark grade level meetings to share this information. Furthermore, the school sends frequent communication home to the families, including the benchmark guidelines with unexcused absence letters. The success rate of our benchmark grades is an indicator of the effort expended in this area.</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 ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>With the small budget, discretionary spending is aligned with the priorities and increasing student achievement.</p> <p>Increasing outside funding is necessary for improvement in this area.</p>	
	Building a Team ----->			3
	<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>Hiring is conducted in a team setting. Candidates are made to teach and interact with students.</p> <p>Building a pool of potential staff needs to occur. Establishing relationships with universities to host observers and student teachers must occur for improvement in this area.</p>	
Use of Time ----->			4	
	<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>Our FSD plan illustrates the schedule meeting effective criteria in this area.</p>	

Mission & Strategic Priorities

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

Mission Statement

Our mission is to create and maintain a highly challenging academic environment. The expectations of achievement will be evident, in all facets of the school day; in the grades, conduct, attendance, and citizenship, of our students. It is our goal to prepare students for college and career exploits after graduation. We will accomplish this through cooperation of the students, staff, families, and community. When successful our evidence will consist of our student achievement data, attendance rates, graduation rates, climate data, and in our CPS school report card.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve literacy scores (reading and writing) throughout the building PK-8.	All of our assessment data: Dibels, Scantron, Common Core, and ISAT illustrate the need for improvement in this area. In addition to the assessments, we recognize the vital importance of the foundation level skills of reading and writing. Responsive teaching is necessary for improvement to occur. Following the aforementioned assessments, responsive teaching must occur. Administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building.

2	Improve math scores throughout the building pk-8.	<p>All of our assessment data: Dibels, Scantron, Common Core, and ISAT illustrate the need for improvement in the area of Mathematics. In the recent past we have made gains in the % of students who meet, we want to move more students to exceeds in all assessments. Following the aforementioned assessments, responsive teaching must occur. Administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building.</p> <p>Regarding instruction, we recognize the need for an aligned curriculum, additionally, that our instructional strategies include activities that are highly engaging, more cooperative learning activities, and we integrate more computer adapted technology into the lessons. To enhance the overall effectiveness and efficiency of our instructional delivery, furthermore to improve students' content mastery.</p>
3	Improve science scores throughout the building pk-8.	<p>All of our assessment data: Scantron, Common Core, and ISAT illustrate the need for improvement in the area of Science. In the recent past we have made gains in the % of students who meet, we want to move more students to exceeds in all assessments. Following the aforementioned assessments, administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we pinpoint the needs of individual students, classes, grade levels, and vertical grade levels. We must identify who needs remediation/acceleration and which standards this must occur. Additionally, teachers need to share successful strategies in collaboration for all students to have access to them. Identifying these trends will enable us to achieve wholesale improvements throughout our building.</p> <p>Regarding science instruction, we recognize the need for an aligned curriculum, additionally, that our instructional strategies include activities that are highly engaging, more cooperative learning activities, and the students conduct more labs/experiments and hands on science activities.</p> <p>Recognizing shifts in education and occupations, STEM is where prepared students will have many opportunities to compete in the modern world. Therefore it is vital for college and career preparation, in addition to the change in CCSS of the preferred informational text, which lends readily to Science.</p>

4	Improve the productivity of ILT and collaboration meetings.	Recognizing the importance of collaboration to the school improvement process it is critical that our collaboration and ILT become more systemic in their approach. The CIWP and FSD planning process have illustrated where improvement is necessary. Now it is imperative, that we build a year long schedule of meetings, trainings, and PD that is focused on the areas of need in the building. All staff should know what the focus is weekly, monthly, quarterly, and throughout the year. Upon successful completion are productivity and efficiency will be greatly enhanced. This will lead to improved results for our students.
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Improve literacy scores (reading and writing) throughout the building PK-8.	All of our assessment data: Dibels, Scantron, Common Core, and ISAT illustrate the need for improvement in this area. In addition to the assessments, we recognize the vital importance of the foundation level skills of reading and writing. Responsive teaching is necessary for improvement to occur. Following the aforementioned assessments, responsive teaching must occur. Administration, the ILT, and grade level teams will conduct a

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
NWEA	Instructional Materials	All	Admin/Teachers/ILT	On-going	On-going		
Common Core	Instructional Materials	All	Admin/Teachers/ILT	On-going	On-going		
ISAT	Instructional Materials	All	Admin/Teachers/ILT	On-going	On-going		
Lesson Plans that reflect this priority.	Instruction	All	Teachers	On-going	On-going		
Curriculum maps that reflect this priority.	Instruction	All	Teachers	On-going	On-going		



Strategic Priority 2

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Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve science scores throughout the building pk-8.	All of our assessment data: Scantron, Common Core, and ISAT illustrate the need for improvement in the area of Science. In the recent past we have made gains in the % of students who meet, we want to move more students to exceeds in all assessments. Following the aforementioned assessments, administration, the ILT, and grade level teams will conduct a thorough examination of the results. During this process, it is vital that we

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
NWEA	Instructional Materials	All	Admin/Teachers/ILT	Quarter 1	Quarter 4		
Common Core	Instructional Materials	All	Admin/Teachers/ILT	Quarter 1	Quarter 4		
ISAT	Instructional Materials	All	Admin/Teachers/ILT	Quarter 3	Quarter 3		
Lesson plans that reflect emphasis on this priority.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Unit maps that reflect emphasis on this priority.	Instruction	All	Teachers	Quarter 1	Quarter 4		

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
Improve the productivity of ILT and collaboration meetings.	Recognizing the importance of collaboration to the school improvement process it is critical that our collaboration and ILT become more systemic in their approach. The CIWP and FSD planning process have illustrated where improvement is necessary. Now it is imperative, that we build a year long schedule of meetings, trainings, and PD that is focused on the areas of need in the building. All staff should know what the

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT meetings	ILT/ Teacher Teams	All	Admin/ILT	On-going	On-going		
Grade level meetings	ILT/ Teacher Teams	All	Admin/ILT/Teachers	On-going	On-going		
Vertical team meetings	ILT/ Teacher Teams	All	Admin/ILT/Teachers	On-going	On-going		

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