



2012-2014 Continuous Improvement Work Plan

Richard T Crane Technical Preparatory HS

West Side High School Network
2245 W Jackson Blvd Chicago, IL 60612
ISBE ID: 150162990250008
School ID: 609702
Oracle ID: 46081



Mission Statement

Our mission is to ensure that Crane students achieve mastery of skills necessary for success, be empowered to compete in a global economy and enhance their knowledge through an inquiry-based curriculum.

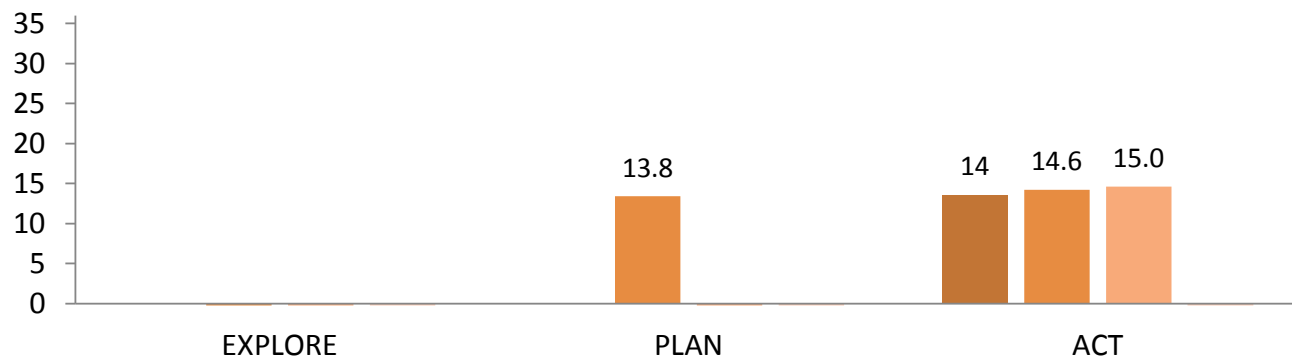
Strategic Priorities

1. Develop a comprehensive plan to implement Common Core State Standards.
2. Develop a comprehensive plan to implement an effective Full School Day that will increase student reading comprehension and prepare seniors for post-secondary success.
3. Develop a systematic approach of assessing and coaching teachers to improve teaching and learning and ultimately student achievement. (Recognizing Educators Advancing CHicago (R.E.A.C.H.))
4. Develop a method of assessing the Social Emotional needs of our students to provide the appropriate resources and supports.

School Performance Goals

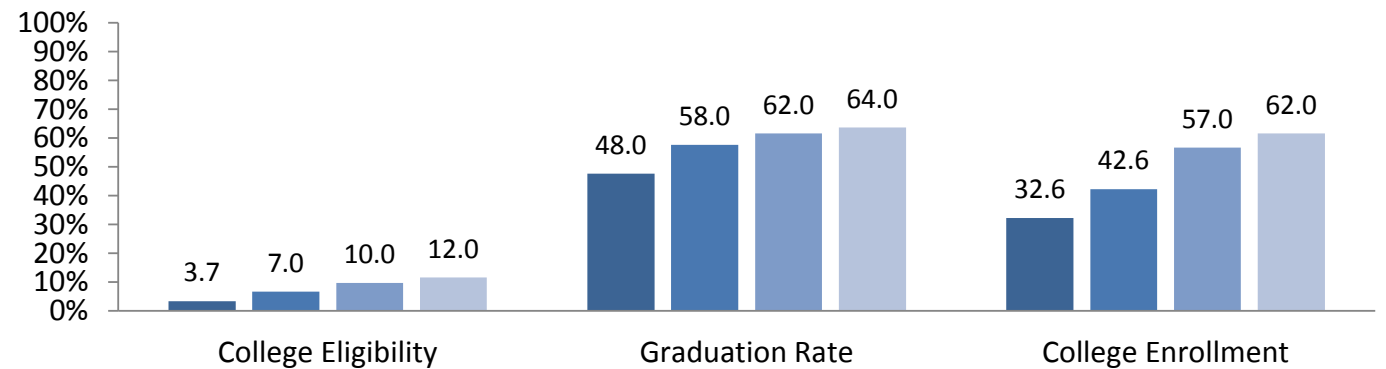
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Richard T Crane Technical Preparatory HS

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
Richard C. Smith Jr	Principal
Sydney J. Stewart	Assistant Principal
Christopher Robbins	Assistant Principal
Jason Cooper	Assessment/Data Faculty
Cantrice Wilson	Classroom Teacher
Susan Robinson	Classroom Teacher
Maurice Schwartz	Classroom Teacher
Ashton Coleman	Classroom Teacher
Rachel Geetha	Lead/ Resource Teacher
Christine Young	Special Education Faculty
Zephyr Thorns	Counselor/Case Manager
Karina Rice	Counselor/Case Manager



High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.3	NA	NA	NA	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	3.7	7.0	10.0	12.0
10th Grade - PLAN Average PLAN score		13.4	13.8	NA	NA	5-Year Graduation Rate % of students who have graduated within 5 years	48.0	58.0	62.0	64.0
11th Grade - ACT Average ACT score	14.0	NDA	14.6	15.0	NA	College Enrollment % of graduates enrolled in college	32.6	42.6	57.0	62.0

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	#VALUE!	#VALUE!
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.2	#VALUE!

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	57.9	73.5	77.0	83.0	Misconducts Rate of Misconducts (L4-6) per 100	19.9	13.0	10.0	7.0
Freshman On-Track % of Freshman Students on-track	40.9	NA	NA	NA	Sophomore On-Track % of Sophomore students on track	60.2	65.0	NA	NA



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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: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	6.4	6.8	7.2	NA		PSAE Reading % of students exceeding state standards	0.0	0.5	1.0	NA
PSAE Mathematics % of students meeting or exceeding state standards	4.3	4.7	5.1	NA		PSAE Mathematics % of students exceeding state standards	0.0	0.5	1.0	NA
PSAE Science % of students meeting or exceeding state standards	4.3	4.7	5.1	NA		PSAE Science % of students exceeding state standards	0.0	0.5	1.0	NA

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> All staff members understand that quantitative and qualitative data inform all decisions and instruction shifts at the classroom and school building level. Each core subject is given a goal to attain by June 1, based on EPAS Core Data. Data is shared with core academic teams to determine SMART Goals during summer planning. Data is digested and examined by the ILT during the year to shift instruction based on weaknesses of skills from assessments. (Interim, Formative and Summative Assessments) ILT extracts information from data to improve the school culture and 	
	Principal Leadership ----->			3
	<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. 	<ul style="list-style-type: none"> Principal has established and developed effective department chair and teacher team meetings. Principal has created Professional Development Activities designed to improve the quality of teacher practices, including the development and support of academics to help talented and aspiring teachers to develop as effective administrators. Principal meets individually with each teacher four times a year to discuss developmental goals, individual goals, course goals and individual student goals. During the second and fourth meetings the principal spends time monitoring goals developed at the first and third meetings to create action plans for success. Principal has developed a college going culture within the building starting at the 9th Grade level. All students are pushed to attend college or post-secondary positive options. All students starting at the 10th Grade have opportunities to attend in-state and out-of-state college tours. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • It is our annual goal to build teacher leadership. Therefore, we assess all teachers’ leadership abilities and areas of interest in order to align their skills with our leadership needs and leadership development. As a result, 80% of our teachers serve in leadership roles in the following areas: ILT Membership, Department Chairmanship, Rti Team, Data Team, CWIP Team, Counseling Team, Grant Writing Team, Full School Day Team, AVID Team, Crane Coalition Team, Culture of Calm Team, Y.E.S. Program, Grade Level Teams, Mentor Teams, Smaller Learning Communities, Student Development Team, Union Representatives, and Student Teacher Facilitators. • All teachers attend School Sponsored Professional evelopment Workshops, Course Specific Grade Level internal and external Professional Development Workshops. All teachers are expected to share the resources, tools and best practices from all Professional Development Workshops with the administration and/or their colleagues. • All teachers are valued stakeholders. Their expertise is respected and well received. Teacher Leaders are highlighted for their hard work in improving students’ academic success. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> All core departments are represented including the Special Education Administrator and a Resource Teacher. The ILT develops implementation cycles based on the best practices that are voted upon in the departments. The implementation cycle is school-wide and involves every department utilizing common strategies and common language to improve our reading scores. (Prefix/Suffix, Frayer Model, Mel-CON). The ILT attends trainings hosted by the Network regarding: ILT Effectiveness, ILT Assessments, Assessing Student Work Protocols, Assessing Adult Protocols, Common Core State Standards Implementation, Unpacking the Standards, Student Assessments and Monitoring, Creating Specific and Learning Tasks. The ILT then trains the staff on the information presented and the new initiatives in whole staff and department Professional Development Sessions. The ILT is reflective, inclusive, and progressive. We evaluate, assess, survey and implement learning cycles that improve student achievement and engage learners in a more meaningful way. The ILT analyzes data from Network Assessments, EPAS Assessments, teacher created assessments and learning walks in 	
Monitoring and adjusting			3
<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. 	<ul style="list-style-type: none"> Crane's Data Team has a systematic process for Analyzing Data. This team analyzes data for the following: Freshmen on Track, Freshmen Watch List, Sophomores on Track, Juniors on Track, Seniors on Track, Scholarships received, EPAS Data, 5 week failures, Intervention Strategies that work, Recovery failures. This data is shared at the Whole Staff Professional Development Sessions, ILT Meetings, and Department Meetings. The data is reviewed and strategies are developed for increasing the number of students who are on-track to graduate. Crane's Data 	

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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. 	<ul style="list-style-type: none"> Curriculum is the main focus for fixing of school improvement. Standards-based, rigorous curricula are designed for effective reading and programmed reading strategies are developed with reading and writing modules in math and science. Each grade level or course team develop/uses common units of instruction aligned to the standards. Each Grade level or course team has a year- long Scope and sequence that maps out the standards teachers should teach and in what order in core subject areas. Grade-level or course plans reflect an increasing level of complexity of text and incorporate informational texts to at least the CCSS recommended levels by grade. Math plans are structured to intentionally teach and assess CCSS practice standards. These maps and plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content 	
	Instructional materials ----->			3
	<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). 	<ul style="list-style-type: none"> Each Department collaborates to identify the core curricular materials: textbooks, supplemental materials, articles, etc. Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Each teacher provides opportunities for students to apply academic language skills in all subject areas. Each teacher differentiates instruction for all students based on varied learning needs, including students with disabilities and 	
<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 ----->			3
<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. 	<ul style="list-style-type: none"> • Our teachers are provided with daily common planning time to create units, create assessments, review student work, devise re-teaching plans, discuss and implement best practices. • After reviewing student assessment results from EPAS, teachers are aware of their students’ strengths and weaknesses. Then they develop rigorous instruction and appropriate assessments that will teach students content and skills that they will then master. If students do not master the skills, teachers develop a re-teaching plan that focuses on the deficiencies and moves student achievement. In addition, accommodations and modifications are provided for all students who need them. • We administer authentic assessments, individual teacher assessments, End of Unit Assessments, Network Quarterly Assessments, EPAS Assessments, Scantron Assessments, School-Wide Assessments Common Assessments, and Department Assessments. The data from each assessment is analyzed and action plans are created to increase student mastery. • Assessment Data is housed on-line and sent to all staff after each 	

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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. 	<ul style="list-style-type: none"> • Research focus shifted from programmed Curriculum and teacher traits to an examination of necessary teacher skills to the Madeline Hunter model of teaching prescribed delivery model is now seen as the road to school improvement. • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher scaffolds instruction towards independent mastery. • Each teacher is well trained and highly qualified to follow the foundational pedagogical practices to develop the high-order critical thinking skills to make learning authentic and meaningful. • Each teacher engages students with highly engaging hands-on activities “Learning by doing” which increase the level of students’ active learning of the content. • Teachers participate in Inquiry-build professional development workshops to increase the level of content knowledge to increase the level of student engagement which defines a school’s 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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. 	<ul style="list-style-type: none"> Analyze on-track and on-pace date weekly to determine areas of concern. Meet with teachers individually to develop student intervention plans based on class failure rates. Review effectiveness of intervention and make adjustments when necessary. Analyze weekly attendance data. Conduct Home visits. Determine and provide attendance incentives. Have students with poor attendance and their parents complete attendance contracts. Interview parents and students to determine cause of absenteeism and determine where the school could provide supports. 	
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. 	<ul style="list-style-type: none"> The school develops Staff Development Topics based on school-wide goals. We survey the staff to identify the high needs areas. (For example: we have provided LRE, CCSS, Literacy, Culture of Calm, ILT Goals: Mel-Con, Gradebook, EPAS, Quarterly Interim Assessments, My Voice, My School, Social Studies 2.0, FSD, Data, Student Engagement) Staff complete PD evaluations to determine the effectiveness and usefulness of the PD. We were flexible in creating PD's based upon new District and Network initiatives. 	

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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. 	<ul style="list-style-type: none"> TCTs meet weekly to develop unit and lesson plans, to create common assessments, and to assess re-teaching needs. TCTs also implement ILT initiatives and protocols such as tuning student and adult work and looking at data. TCTs meet with Administration every five weeks to review on-track and course pass/fail data. Intervention and re-teaching strategies are created, monitored, and evaluated every five weeks. TCTs understand that their role in student achievement is a collaborative effort, and the responsibility to provide students with authentic and rigorous learning opportunities to drive student achievement is shared. TCTs are representative of general education and special education teachers and are inclusive of social workers, student advocates, and the student engagement specialist quarterly. Since the needs of our students range from academic support to social and mental health needs, it is necessary to plan for and provide 	
	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. 	<ul style="list-style-type: none"> Our school has provided professional development plans tailored to teacher needs. When teachers identify a need, we allocate resources to provide external coaching. In addition, we utilize our department chairs to provide additional support and coaching for our teachers. Our school provides quality feedback to teachers that will support their professional growth. 	

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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 	<ul style="list-style-type: none"> Crane strives to build a college going culture by implementing the following: <ul style="list-style-type: none"> College & Career Day Decision Day College and Career Lab available to students Alumni Day Trips to College Fairs, Chicago Public Schools, NACAC (National Association for College Admissions Counseling), the New York Times, etc. External Partnerships: GEAR –UP, NCC, Upward Bound, Talent 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students’ classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Work closely with the case manager. Attend Annual Individual meetings when requested Students are paired with a division teacher, advisory teacher and or mentor Students with disabilities are given the Least Restrictive Environment, according to the IEP when courses are scheduled. Counselors work with providers to ensure accurate placement. Home Language Survey’s get sample are provided during enrollment , report card pickup, parent night’s etc. Data from these surveys are examined to determine future planning. Youth Guidance 	
Behavior & Safety ----->			3	
	<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. 	<ul style="list-style-type: none"> Our school believes in restorative discipline interventions. <ul style="list-style-type: none"> Analyze individual suspension and referral data to flag students with high referral and suspension rates. Determine additional interventions and supports for those students with high rates (Social Emotional Supports: Think First, CBits, American School of Psychology, Mentoring Supports: YAP, ACP, Diamonds, Young Men, Inc., young Women, Inc., Activities: James Jordan Boys and Girls Club, After School Matters, AIM High, Youth Guidance, Near West Side Community Development Corporation, Clinical Support) 	

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 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. 	<ul style="list-style-type: none"> Our school provides many opportunities for Family and Community Engagement as evidenced through the following events: Grade Level Parent Night Sessions, Parent Workshops for College Readiness, Report Card Pick-Up in November and April, etc.) Our school provides Parent and Student Counseling Sessions. Our Counselors, Case Managers and Social workers provide one-on-one Counseling and Planning Sessions. Our Administration provides letters to parents/guardians regarding school and district updates, upcoming events and student expectations. All teachers maintain phone logs detailing their efforts to reach parents and inform them about the progress of their students. 	
	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. 	<ul style="list-style-type: none"> Crane has not only communicated with parents during report card pick ups but many students have been assigned mentors who have intimate knowledge of student's grades and share that information with parents for them to have an understanding of what is needed for their child to be a successful student. Our school provides many opportunities for Family and Community Engagement as evidenced through the following 	
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. 	<ul style="list-style-type: none"> Crane has adopted the Community Schools Initiative where we have ongoing events welcoming the community in the school -- like Talent Shows, Retreats, Dances, GED classes and Computer Literacy Programs. Near West Side Community Development Corporation, with whom we partner, provides Job Shadowing opportunities, Resume Writing, Interviewing Skills, Computer Literacy Training and Internships for parents and students. 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> The school has a systematic referral form method to identify students who need additional supports. Crane has done door to door outreach for students who have poor attendance. We have collaborated with external partners to be advocates for Parents and Students to provide health, mental and educational services. 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> College and Career Exploration is facilitated through student applications to CPS sponsored Spring Break College Tours, the Escape to Mecca College Tour, registration to the S.E.R.I.O.U.S. conference (Success Equals Real Information on Undergraduate Studies), the University of Chicago Collegiate Scholar's Program 	
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. 	<ul style="list-style-type: none"> Counselors build a holistic profile on each student through transcript audits, teacher consultation and one on one counseling sessions with students and parents. Student performance is and aptitude for the ability to handle rigor is carefully considered as students are placed into regular, honors, AP or programs such as AVID. 		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<ul style="list-style-type: none"> Crane's Student Development promoted a wide-range of activities which was developed with emphasis on personal growth to establish good learning skills, social skills and self awareness. Crane partnered and collaborated with many external partners 		

School Effectiveness Framework

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	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. 	<ul style="list-style-type: none"> Assessments used to determine college and career readiness are What's Next Illinois (WNI) and the EXPLORE/PLAN/PSAE tests. Progress toward readiness is gauged using ACT's College Readiness Benchmarks. The data used from these tests is used to inform academic planning. 	
	College & Career Admissions and Affordability ----->			3
	<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. 	<ul style="list-style-type: none"> Through partnerships with LADDER UP and the College Advising Corp students are offered a series of financial aid workshops and assistance as they complete the FAFSA (Free Application for Federal Student Aid). Varied types of literature such as pamphlets, brochures, and flyers are also distributed throughout the school year. Administrators and Counselors also attend professional development sessions to gain training through ISAC (Illinois Student 	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>8th Grade</p> <ul style="list-style-type: none"> In the past, transitions for 8th graders matriculating into Crane have been facilitated through such programs as Freshman Connection, CTE Investigation Day and High School Investigation Day. <p>Freshman</p> <ul style="list-style-type: none"> Once students become freshman, transitional support is given through the development of Individual Learning Plans (ILP) , monitoring the freshman watchlist , the completion of milestones in 	

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. 	<ul style="list-style-type: none"> Administration reviewed Data and determined that literacy, EPAS, and school culture and climate were our high priority areas and therefore we allocated funding for these areas. For example, we provided Saturday Test Prep, Extended School Day for ILT, SLC, Data Team, Credit Recovery and Tutoring. We also provided for funding for personnel to aid in the school climate, such as college aides, special school advocates and security officers. In addition, we provided funding for student engagement programs such as: Young Men, Inc., Young Women, Inc., Diamonds, etc. 	
	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. 	<ul style="list-style-type: none"> We determined our hiring needs after accessing student and scheduling needs. Include Department Chairs in the interviewing process and try to identify a candidate that would be a good match with the department and the needs of the students. When possible, we interview candidates that have some ties to Crane and our local community. 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> Our school-wide goal is to increase reading. Therefore, we created the "right fit" schedule for students which includes a three tier reading model. All 10th and 11th grade students will receive small group instruction for reading intervention, maintenance and enrichment during 4th period. All 12th grade students will be scheduled for a 12th grade senior seminar which will focus of post-secondary preparation and planning. Daily common department planning time for meaningful teacher collaboration. 	

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 ensure that Crane students achieve mastery of skills necessary for success, be empowered to compete in a global economy and enhance their knowledge through an inquiry-based curriculum.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop a comprehensive plan to implement Common Core State Standards.	The proper implementation of the CCSS will positively impact student achievement by increasing the number of students who meet and exceed on EPAS assessments and decrease the achievement gap.
2	Develop a comprehensive plan to implement an effective Full School Day that will increase student reading comprehension and prepare seniors for post-secondary success.	The proper implementation of the Full School Day will provide more instructional time needed to improve student achievement.
3	Develop a systematic approach of assessing and coaching teachers to improve teaching and learning and ultimately student achievement. (Recognizing Educators Advancing Chicago (R.E.A.C.H.))	The proper implementation of the new teacher evaluation system will improve teacher instruction, accountability and student achievement.
4	Develop a method of assessing the Social Emotional needs of our students to provide the appropriate resources and supports.	The proper implementation of an SEL program will provide more resources and wholistic support for students.
5		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Develop a comprehensive plan to implement an effective Full School Day that will increase student reading comprehension and prepare seniors for post-secondary success.	The proper implementation of the Full School Day will provide more instructional time needed to improve student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide on-going Professional Development for Reading Comprehension Strategies and Post-Secondary Lessons for all teachers	Professional Development	All	Administration	Summer 2012	On-going		
Identify the student cohorts for the three-tier reading class and program them accordingly	ILT/ Teacher Teams	All	Teachers	Summer 2012	On-going		
Identify the Reading Curriculum	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
Develop Reading Comprehension assessments to gauge student learning	ILT/ Teacher Teams	All	Teachers	Summer 2012	On-going		
Identify Professional Development Topics to be facilitated each Friday	ILT/ Teacher Teams	All	Teachers	Summer 2012	Quarter 1		
Identify Post-Secondary Curriculum	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
Identify external partners and align their resources to assist with Post-Secondary curriculum, field trips, college tours and workshops	Other	All	Administration	Summer 2012	Summer 2012		



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
Develop a systematic approach of assessing and coaching teachers to improve teaching and learning and ultimately student achievement. (Recognizing Educators Advancing Chicago (R.E.A.C.H.))	The proper implementation of the new teacher evaluation system will improve teacher instruction, accountability and student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Understand the components of REACH Students: Teacher Practice, Student Growth and Student Feedback through Professional Development	Professional Development	All	Administration	Summer 2012	Quarter 1		
Establish a common definition and standards for teaching excellence	ILT/ Teacher Teams	All	ILT/Administration	Summer 2012	Quarter 1		
Build Principals' and/or Teacher Leaders' expertise in observing and analyzing instruction to support teacher growth	ILT/ Teacher Teams	All	ILT/Administration	Quarter 1	On-going		
Provide teachers with information and guidance to inform their development	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		
Engage teachers in reflection and self-assessment regarding their own performance	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		
Differentiate support and accountability for teachers based on their experience and/or impact on student learning	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		
Create a culture of continuous improvement among teachers, school leaders and students	ILT/ Teacher Teams	All	ILT/Administration	Summer 2012	On-going		



Strategic Priority 3



Strategic Priority 4

