



2012-2014 Continuous Improvement Work Plan

# Roberto Clemente Community Academy High School

West Side High School Network  
1147 N Western Ave Chicago, IL 60622  
ISBE ID: 150162990250545  
School ID: 609759  
Oracle ID: 51091



## Mission Statement

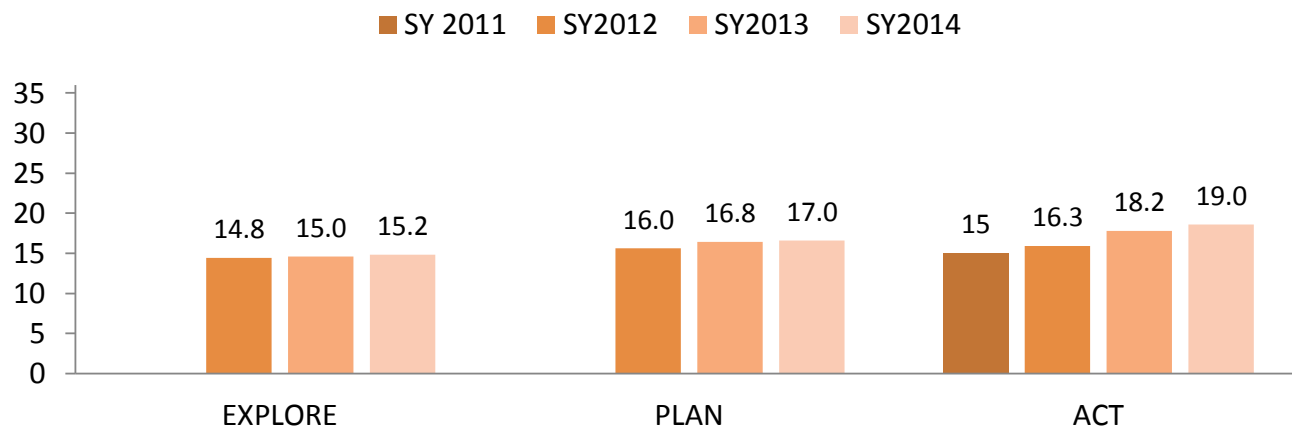
Roberto Clemente Community Academy's mission is to facilitate academic and personal growth, to inspire internal motivation and to develop problem solving skills in all students. Through rigorous, innovative and differentiated curriculum, students will be empowered to be lifelong learners and critical thinkers who are college and career ready.

## Strategic Priorities

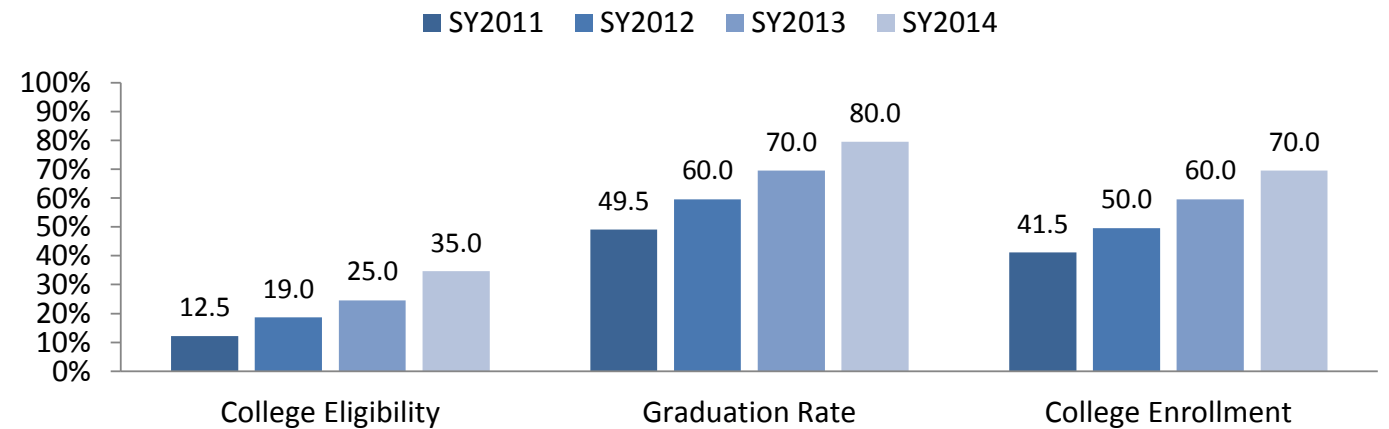
1. Clemente staff members will develop and implement the Common Core curriculum through differentiated and interactive instruction that is informed by best practices that build student literacy and critical thinking skills. As an Early Adopter school, we have established a foundation for this work and are positioned to have
2. Clemente staff members will learn and implement Social and Emotional learning standards and goals and embed them into their instruction and classrooms in order to implement de-escalation and restorative justice practices to create a safe and supportive environment for student learning.
3. Clemente staff members will provide early exposure and purpose for postsecondary goals in grades 9-12 in order for all students to have the option to be admitted to multiple and viable postsecondary schools and careers.
4. Clemente staff members will build more inclusive, positive and trusting relationships with parents and the surrounding communities in a concerted effort to better prepare our students and families for a lifetime of academic success.

## School Performance Goals

### EPAS Goals



### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Roberto Clemente Community Academy High School

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Marcey Sorensen	Principal
Elizabeth Kelley	Lead/ Resource Teacher
Adrienne Clayton	Counselor/Case Manager
Christopher Oakes	Special Education Faculty
Stephanie Drain	Lead/ Resource Teacher
Cristina Pacione-Zayas	Support Staff
Pamela Lewis	Support Staff
Tina Menendez	Assistant Principal
Jamie Crosen	Assistant Principal
Javed Iqbal	Assessment/Data Faculty
Martin Block	Classroom Teacher
Judy Vasquez	LSC Member



## 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
<b>9th Grade - EXPLORE</b> Average EXPLORE score		13.0	14.8	15.0	15.2	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	12.5	19.0	25.0	35.0
<b>10th Grade - PLAN</b> Average PLAN score		14.1	16.0	16.8	17.0	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	49.5	60.0	70.0	80.0
<b>11th Grade - ACT</b> Average ACT score	15.4	NDA	16.3	18.2	19.0	<b>College Enrollment</b> % of graduates enrolled in college	41.5	50.0	60.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	2.2	2.2

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Attendance Rate</b> Average daily attendance rate	69.6	80.0	83.0	85.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	20.6	15.0	13.0	10.0
<b>Freshman On-Track</b> % of Freshman Students on-track	58.9	85.0	88.0	90.0	<b>Sophomore On-Track</b> % of Sophomore students on track	68.2	80.0	85.0	90.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	19.9	23.0	26.0	30.0		<b>PSAE Reading</b> % of students exceeding state standards	0.7	4.0	7.0	10.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	16.7	20.0	23.0	25.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	2.0	5.0	10.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	9.8	15.0	20.0	25.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	2.0	5.0	10.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p><b>In depth curriculum mapping and unit planning</b></p> <ul style="list-style-type: none"> <li>We participated in over 80 hours of departmental planning during the summer to create curriculum maps and unit plans aligned to CRS and CCSS</li> <li>We create formative and summative assessments that are aligned to the curriculum maps and unit plans</li> <li>We assess and analyze the data 4 times each quarter</li> <li>Our Freshmen on-track rate is currently 85% an increase from last year's 58.9%</li> </ul> <p><b>Early Adopter School</b></p> <ul style="list-style-type: none"> <li>Common Core PD (Clemente created model performance tasks), REACH participation</li> <li>100% of core classes and non-core classes completed a full Common Core Unit</li> <li>Danielson Framework</li> <li>used in formal observations and walk-throughs</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>Led 4 professional development school-wide PD's on Common Core and Danielson Model</li> <li>80% attendance rate compared to last year's attendance rate of 69.6% (Growth in on-track rates and attendance)</li> <li>Professional development embedded in department meetings</li> <li>Transparent staff accountability</li> <li>Restructuring of building into grade level teams (decentralized leadership)</li> <li>Early adoption of new national initiatives (Common Core/Danielson)</li> <li>Instituted SPTS (Student Performance Tracking System) to improve staff communication</li> <li>Principal and AP's oversee particular grade levels</li> <li>Clear expectations/goals for academic achievement, attendance, college readiness, service learning, and extracurricular involvement</li> <li>CTT aligned to gen ed curriculum, all students included in senior seminar, all families invited to participate in school functions/activities</li> </ul> <p><b>College and Career Readiness Culture created and fostered</b></p> <ul style="list-style-type: none"> <li>College field trips and fairs</li> <li>Kaplan ACT Prep class for 50 students</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p><b>We have the following:</b>            ILT, grade level leads, RTI team, department chairs, curriculum team (early adopter), data team, bilingual lead, CIWP team, Union representatives, and a grant writer</p> <ul style="list-style-type: none"> <li>-Grade level/departments/ILT have the same voices volunteering and collaborating</li> <li>- Regular collection and analysis of classroom data</li> <li>- Creation of incentives and grade level projects/celebrations</li> <li>- Service learning cross-curricular projects (teacher initiated and led) Parent Nights (high turnout)</li> <li>- Variety of opportunities for leadership</li> <li>- Sharing best practices is mandatory at department meetings (at least in Math and English because of the CCSS component)</li> <li>- SPED representation on ILT, SPED represented on each grade/course team, SPED teacher assigned as 11th grade team lead, union delegate SPED teacher</li> <li>- Each teacher has the equity of voice in grade/course, ILT, and whole staff meetings</li> </ul> <p><b>We need work on the following:</b></p> <ul style="list-style-type: none"> <li>- Mentor teachers, coaches, and increased PAC and LSC involvement</li> <li>- Comfort in talking about practice/challenging status quo</li> <li>- Each teacher has a voice in the grade level and department meetings, but participation in key initiatives is performed by a core group of staff members.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>-Our ILT meets weekly and includes grade level leads and department chairs</li> <li>- Our ILT reflects on effectiveness and takes action to improve functioning. For example, we recently discussed how information was not being relayed properly from the ILT to the grade levels or the departments, so we agreed to email our teams any updates instead of waiting until meetings to share information</li> <li>- Our ILT regularly looks at attendance data and failure reports to guide actions at both the grade level and department level</li> <li>- The ILT has led school-wide PD, particularly with the use of data to monitor the school's progress towards its goals</li> <li>- SPED ILT reps work toward improving quality IEP's based on schoolwide curriculum framework, ongoing internal auditing to ensure quality IEP's, weekly SPED data reports</li> </ul> <p><b>We need to work on the following:</b></p> <ul style="list-style-type: none"> <li>- The ILT does not lead the work of improving teaching and learning through grade level and department meetings consistently</li> <li>- The ILT needs to improve on facilitating two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus</li> <li>- Dissemination of information at ILT meetings is inconsistent and inconsistent when relaying the information back to the teams/departments</li> </ul>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Plan is in place (observations and walk-throughs)</li> <li>- Adjustment based on feedback (inconsistent)</li> <li>- Grade levels and departments regularly collect, analyze, and discuss data linked to our SMART goals</li> <li>- SPED quarterly review/PM</li> <li>- Weekly mentor logs and weekly D and F reports submitted</li> </ul> <p><b>We need to work on the following:</b></p> <ul style="list-style-type: none"> <li>- We need clearer action plan for re-teaching or differentiation effectively or often enough</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>-Year long curriculum maps based on CRS and CCSS</li> <li>- Some course teams work on units together and administer the same common assessments</li> <li>- Complex texts and comfort level texts are both used in English and Social Science class rooms to foster growth and independent reading; for example, our Seniors are reading Persepolis and Hamlet</li> <li>- Modified unit plans for SPED, skills maps for instructional courses, grade appropriate texts for SPED, RTI, and Master instructional strategies provided to all teachers</li> </ul> <p><b>We need to work on the following:</b></p> <ul style="list-style-type: none"> <li>- Accommodation and modification implementation in the CTT class rooms</li> <li>- Instructional materials need to be created and tested for effectiveness</li> <li>- Differentiation for struggling students in every class room</li> <li>- Equal participation and collaboration in unit planning</li> </ul>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Curriculum maps are fully aligned to Common Core/CRS</li> <li>- All disciplines have attended 4 common core PD workshops</li> <li>- Staff members participate in the creation/revision of Common Core performance tasks in their departments</li> <li>- Grade level texts for every student</li> <li>- Vertical alignment of Common Core State Standards and College Readiness Standards</li> <li>- CCSS unit plans</li> <li>- Special Education units with modifications and accommodations</li> </ul> <p><b>Needs Improvement:</b></p> <p>4 more resources for the core subjects need to be developed</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Teacher data is organized, readily available, and checked regularly</li> <li>- Formative and summative assessments are submitted and revised on a regular basis (2nd semester only)</li> <li>- Performance tasks are in the beginning stages of development</li> <li>- Easily accessible school wide data</li> <li>- Baseline, formative, and summative student data</li> <li>- Data-link for curriculum based assessments, modified assessments for SPED, annual iep assessments (Woodcock Brief)</li> </ul> <p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>- Differentiation in assessments</li> <li>- Quality of assessments</li> <li>- Collecting data on time</li> <li>- Re-teaching based on data</li> <li>- Full implementation of quality performance tasks</li> <li>- Implementing accommodations and modifications for students with disabilities</li> </ul>	

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<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Routines (MBC format) are more uniform in classrooms than earlier in the year</li> <li>-MBC implementation</li> <li>- Summer curriculum planning</li> <li>-Formative assessments (formal)</li> <li>- Standards based objectives in plans and maps</li> </ul> <p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>- Questioning - low level techniques</li> <li>- Differentiation is underused</li> <li>- Peer observations and curriculum planning 101</li> <li>- Level of rigor/engagement (relevance) is low</li> <li>- High level questioning absent</li> <li>- Scaffolding learning to gain access to complex texts</li> <li>- Reducing whole group instructional time</li> <li>- Each teacher needs to clearly communicate with students the standards- based learning objectives, directions and procedures, as well as the relevance of learning</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			<b>2</b>
	<b>Intervention</b>			
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>SEL interventions (CARE team, Kid Talk, mentorship, and connection to outside services)</li> <li>18 active clubs and sports in the building</li> <li>42% of our students are involved in a sport and/or club</li> <li>10 clinical groups (anger management, trauma, grief, substance abuse, etc.) servicing over 100 of our tier 2 and tier 3 students weekly</li> <li>5 non-clinical groups (Gang prevention and restorative groups) for over 50 at-risk students</li> <li>Off-track watch lists and deep dives ensure that students who need intervention receive attention</li> <li>Consistent tutoring program with high attendance</li> <li>SPTS tracks interventions</li> <li>Double blocks in literacy and math at the 9th grade level (and 10th grade level for AA students)</li> <li>Assessments to identify and address skills gaps in Math (Accelerated Math program)</li> <li>All students tiered, school-wide mentoring, careteams, data SPTS (caseload groups), double blocks for 9th graders, weekly D/F reports</li> </ul> <p><b>We need the following:</b></p> <ul style="list-style-type: none"> <li>More creative and effective interventions when standard interventions fail</li> <li>Assessments to identify and address skills gaps in reading</li> <li>Reading intervention program for students without disabilities reading at or below grade level</li> </ul>	
	----->			<b>3</b>
	<b>Whole staff professional development</b>			
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p><b>Whole staff PD on the following:</b></p> <ul style="list-style-type: none"> <li>Care team for students with PTSD</li> <li>Student Allergies</li> <li>Danielson Framework</li> <li>SMART goals and next steps</li> <li>Department, grade level, and culture &amp; climate team goals &amp; data</li> <li>EPAS training</li> <li>Common Core District and School-wide PD</li> <li>Regular school-wide PD's are relevant and designed to increase effectiveness of all engaged in teaching/learning</li> </ul> <p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>Differentiation in professional development is needed</li> <li>Effectiveness of PD needs to be measured</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p><b>We do the following:</b></p> <ul style="list-style-type: none"> <li>-Collaborate weekly and follow protocols as grade level teams and departments</li> <li>-Analyze formative data 2-4 times a quarter</li> <li>- Identify a support person from Admin/ILT for each team</li> <li>- Common planning on all course teams, grade level meeting to analyze data and plan team activities</li> <li>- Weekly SPED/GenEd collaboration logs, all course teams inclusive of SPED</li> <li>- Grade level meetings (2 times per week)</li> <li>- Shared leadership opportunities</li> <li>- Goal-oriented meetings</li> <li>- Community partnerships (successful Open Houses and Parent Nights)</li> <li>- Grade level field trips, college visits, service learning projects</li> </ul> <p><b>Need to improve:</b></p> <ul style="list-style-type: none"> <li>- Meet with specialists regularly</li> <li>- Share ownership for results in student learning</li> <li>- Include gen ed and sped teachers equally in the planning process</li> <li>- Follow protocols for course teams</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Formal observations and informal observations each quarter</li> <li>- Walk-throughs</li> <li>- Common Core PD (2 times school-wide and 2 times in departments)</li> <li>- Student work protocols</li> <li>- Public presentation of school-wide data to monitor progress toward school-wide goals</li> <li>- Receive feedback on areas of growth from the administration team</li> <li>-Area/district walk through feedback</li> </ul> <p><b>Need to improve:</b></p> <ul style="list-style-type: none"> <li>-Lack of peer observations</li> <li>-Peer coaching and cross class visitation</li> <li>-Individual PD plans based on needs</li> <li>-University partnerships</li> <li>-New teacher supports</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	<b>High expectations &amp; College-going culture</b> ----->			3
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- 81% Fafsa completion rate</li> <li>- 97% of Seniors completed 3+ applications to post-secondary institutions</li> <li>- 80.99% YTD attendance rate compared to 60% last year</li> <li>- A college going culture created by Senior Seminar, post-secondary supports, mandatory FAFSA and college application completion, &amp; college field trips at all grade levels</li> <li>- Surveys allow for student voice</li> <li>- Peace and Leadership Council is in place</li> <li>- Signage promoting colleges and university options are visible throughout the building</li> <li>- Webisodes created by students</li> </ul> <p><b>Need to improve:</b></p>	
	<b>Relationships</b> ----->			3
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- All students have an adult mentor assigned but interaction is uneven and inconsistent.</li> <li>- Many adults know students by first name, but other struggle with respectful dialogue regarding correcting behavior</li> <li>- Students with special needs have access to activities and resources in the school community</li> <li>- Outside organization mentors</li> <li>- Culture &amp; climate team</li> <li>- SEL team</li> <li>- Awards ceremonies</li> <li>- Student Incentives</li> <li>- ACT teams</li> <li>- LRE is enforced</li> </ul> <p><b>Need to improve:</b></p> <ul style="list-style-type: none"> <li>- Inconsistent respect levels</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			3	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p><b>We do have the following:</b></p> <ul style="list-style-type: none"> <li>- 20% to 30% reduction in infractions in both units throughout the year</li> <li>- The non negotiables</li> <li>- Strong security presence/safe environment</li> <li>- Positive behaviors/improvements are recognized at awards ceremonies</li> <li>- A school-wide approach to discipline</li> <li>- Student Incentives</li> <li>- Peace circles</li> <li>- Restorative Justice</li> </ul> <p><b>Need to improve:</b></p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>8 parent nights this school year for grades 9-12</li> <li>Weekly call logs</li> <li>Parent Conferences with teachers, deans and administration</li> <li>Syllabi that addresses standards, explains grade scale &amp; tutoring hours, and provides teacher contact sent home &amp; signed</li> </ul> <p><b>Need to improve:</b></p> <ul style="list-style-type: none"> <li>Again we could do better if all staff contributed to disseminating the information. There are still some gaps with staff participation.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>All calls to studnets</li> <li>Increased teacher/parent phone calls</li> <li>Parent conference data</li> <li>Home visits</li> <li>LSC</li> <li>Webisodes</li> <li>Website</li> </ul>		
<b>Bonding</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>The community uses the school space often to host various events demonstrating that the environment is welcoming.</li> <li>The school hosts multiple parent/community events open to the public and free of charge to encourage better engagement.</li> <li>Principal communicates with alderman and Puerto Rican Cultural center</li> <li>Parent nights</li> <li>Musical concerts, Empty Bowls, Top Chef events are a sample of events that take place at school with parental and community involvement</li> </ul> <p><b>Needs to Improve:</b></p> <ul style="list-style-type: none"> <li>Improve communication with parents (conferences and calls)</li> <li>Increase parents nights across grade levels</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<b>We have the following:</b> <ul style="list-style-type: none"> <li>- Knock at midnight performs home visits 2x's a week along with some school staff</li> <li>- MAP-Aspira &amp; New Life and Youth Guidance/STRIVE often conduct home visits</li> <li>-SEL services daily</li> <li>-CARE team weekly</li> <li>-Student advocates</li> <li>-Teacher mentors</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<b>We have the following:</b> <ul style="list-style-type: none"> <li>- 6 University partnerships</li> <li>- Post-Secondary expectations are communicated starting Freshmen year throughout Senior year</li> <li>-Secondary support team</li> <li>-College trips</li> </ul>	
	<b>Academic Planning</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<b>We have:</b> <ul style="list-style-type: none"> <li>- Daily Senior Seminar</li> <li>- 20 college tour trips for grades 9-12 for post-secondary exposure on all grade levels</li> <li>- 5 AP classes</li> <li>- Have honors classes in core subjects.</li> </ul> <b>Need to Improve:</b> <ul style="list-style-type: none"> <li>- Belief systems</li> <li>- Universal post-secondary exposure</li> <li>- The systems are beginning to take root, but not all staff supports universal high expectations for all students.</li> <li>-Typically, many staff only recommend students who fit the profile of a "good student" for advance courses and career interests/opportunities.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<b>We Have:</b> <ul style="list-style-type: none"> <li>- More than 40% of students participate in extracurricular activities with many club and sports options.</li> <li>-Clubs</li> <li>-Strong sports programs</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p><b>We have the following:</b>                      ACT Teaming: Draft, Team Building Activities, Refreshers, Kaplan.</p> <ul style="list-style-type: none"> <li>-Kaplan Complete class</li> <li>-CRS based assessments 4 times a quarter</li> <li>- Kaplan study guides for all juniors</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- 4 Senior parent nights and had financial aid sessions built into program</li> <li>- All post-secondary partners were involved in meeting FAFSA submission deadline</li> <li>-FAFSA parent nights</li> <li>-Senior seminar daily</li> <li>-Counselors who help students with scholarships</li> </ul> <p><b>Need to improve:</b></p> <ul style="list-style-type: none"> <li>- Need improvement on starting earlier and cultivating a sense of urgency amongst staff</li> </ul>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Project Prepare</li> <li>- Talent Search</li> <li>- GEAR UP</li> <li>- PRCC Pipeline</li> <li>- Senior Seminar</li> </ul> <p><b>We Need:</b></p> <ul style="list-style-type: none"> <li>- Increased SPED transition programs</li> <li>- Increased support around college enrollment</li> </ul>	



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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			4
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- "Kids First" is the mantra of our school and spending priorities since the beginning of the school year</li> <li>- CoC funds were carefully allocated to programs that would benefit kids</li> <li>- We have a very clear focus for our discretionary funds</li> <li>- Teacher professional development (after school planning time paid for, conferences paid for, AP training)</li> <li>-Student services(incentives, field trips, extra security, Culture &amp; climate team, &amp; SEL services)</li> </ul>	
	<b>Building a Team</b> ----->			3
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Leadership team constantly communicates to staff that staff hires will benefirt students first and then adults</li> <li>-Sponsored student teachers to recruit new talent</li> <li>-Teachers capable of collecting and acting on data, creating assessments, &amp; using standards based instruction</li> <li>- A few dually-certified teachers</li> </ul> <p><b>Need to Improve:</b></p> <ul style="list-style-type: none"> <li>- Dually-certified teachers</li> <li>- SPED certified teachers and certified in their content areas</li> </ul>	
<b>Use of Time</b> ----->			3	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p><b>We have the following:</b></p> <ul style="list-style-type: none"> <li>- Weekly Grade Level and Department meetings</li> <li>- Scheduling considers students first</li> <li>- Block schedules are utilized for AA students</li> <li>- Teacher-led tutoring is offered 3 out of 5 days a week per grade level.</li> <li>- Weekly dept. meetings</li> </ul> <p><b>Needs to Improve:</b></p> <ul style="list-style-type: none"> <li>- Continued professional development to set purpose for the work</li> <li>- Revise structures and protocols based on feedback and analysis</li> </ul>	

## 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

Roberto Clemente Community Academy's mission is to facilitate academic and personal growth, to inspire internal motivation and to develop problem solving skills in all students. Through rigorous, innovative and differentiated curriculum, students will be empowered to be lifelong learners and critical thinkers who are college and career ready.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Clemente staff members will develop and implement the Common Core curriculum through differentiated and interactive instruction that is informed by best practices that build student literacy and critical thinking skills. As an Early Adopter school, we have established a foundation for this work and are positioned to have a comprehensive vertical and horizontal curriculum alignment for grades 9-12 in all subject areas.	To improve EPAS gains, level of rigor in instruction in grades 9-12, increase complex texts and levels of questioning in classrooms as well as to improve instruction and differentiation in order to increase meeting and exceeding on EPAS.
2	Clemente staff members will learn and implement Social and Emotional learning standards and goals and embed them into their instruction and classrooms in order to implement de-escalation and restorative justice practices to create a safe and supportive environment for student learning.	In SY2011, we averaged 20.6 L4-6 misconducts per 100 students and we want to equip our staff and students with tools and support in order to make different choices and to meet our student's SEL and academic needs in the school. Student survey data shows that while most students feel safe only half of our students feel motivated, challenged academically, and cared for and that is a reflection of belief systems and actions/inactions.
3	Clemente staff members will provide early exposure and purpose for postsecondary goals in grades 9-12 in order for all students to have the option to be admitted to multiple and viable postsecondary schools and careers.	Only 49.5% of Clemente students graduated within 5 years in SY2011. Of those graduates, 41.5% enrolled in college in SY2011 and only 12.5% were eligible for selective four-year schools. The school as a whole needs to create a culture shift and create a college going culture for grades 9-12. Currently, 60% of our current Juniors scored between a 15 and a 19 on the ACT.

4	Clemente staff members will build more inclusive, positive and trusting relationships with parents and the surrounding communities in a concerted effort to better prepare our students and families for a lifetime of academic success.	Parents and community members are stakeholders in this work and need to feel that they are part of the school and the work to improve outcomes for our students. We have had mixed participation in our parent nights and school functions and we want to improve and increase our parental involvement through access to financial literacy programs, college trips, GED classes, and so on as well as to continue to build relationships with our feeder schools in order to connect with parents, students, and schools prior to their arrival.
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
Clemente staff members will develop and implement the Common Core curriculum through differentiated and interactive instruction that is informed by best practices that build student literacy and critical thinking skills. As an Early Adopter school, we have established a foundation for this work and are positioned to have a comprehensive vertical and horizontal curriculum alignment for grades 9-12 in all subject areas.	To improve EPAS gains, level of rigor in instruction in grades 9-12, increase complex texts and levels of questioning in classrooms as well as to improve instruction and differentiation in order to increase meeting and exceeding on EPAS.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Weekly ILT, Department and Grade Level meetings to embed professional development on literacy instructional strategies and Common Core across subject areas.	Professional Development	All	Principal/SLT/ILT	Summer 2012	On-going		
Teacher workshops and trainings on writing high-quality and Common Core aligned assessments and performance task writing through information cycles in department meetings (plan, teach, assess, analysis, re-teach)	Instruction	All	ILT/SLT	Summer 2012	On-going		
Datalink, SPTS, Accelerated Math, HQIT protocols, and Gradebook to support the implementation of Common Core	Instructional Materials	All	Principal/SLT	Summer 2012	On-going		
Monitor implementation of Common Core standards through common planning and non-evaluative teacher walk-throughs	ILT/ Teacher Teams	All	Teachers/ILT/SLT	Quarter 1	On-going		
Differentiation and reteaching strategies professional development to intervene and support all learners.	Professional Development	All	Principal/SLT	On-going	On-going		
Leadership team works collaboratively with the ILT to define school-wide expectations	Instruction	All	Principal/ILT	Quarter 1	Quarter 1		
Conduct school audit of data to inform actions plans in areas for improvement and growth	Instruction	All	SLT/ILT	Summer 2012	On-going		Conduct and assess each quarter
Goal setting and expectation setting school-wide	ILT/ Teacher Teams	All	SLT/ILT/All staff	Quarter 1	On-going		Conduct and assess each quarter
Monthly PM sessions	Professional Development	All	SLT/ILT/Data Team	On-going	On-going		
Formative assessments given weekly and summative assessments given every 5 weeks in all core content areas	Instruction	All	SLT/ILT/Teachers	Summer 2012	On-going		





## 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
Clemente staff members will learn and implement Social and Emotional learning standards and goals and embed them into their instruction and classrooms in order to implement de-escalation and restorative justice practices to create a safe and supportive environment for student learning.	In SY2011, we averaged 20.6 L4-6 misconducts per 100 students and we want to equip our staff and students with tools and support in order to make different choices and to meet our student's SEL and academic needs in the school. Student survey data shows that while most students feel safe only half of our students feel motivated, challenged academically, and cared for and that is a reflection of belief systems and

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
De-escalation and restorative justice training to implement in order to create a safe and supportive environment for student learning	Professional Development	All	Culture and Climate Team/Principal	Summer 2012	On-going		
Create local policies and tools around restorative justice practices and implementation in the school	ILT/ Teacher Teams	All	SLT/Culture and Climate Team	Summer 2012	On-going		
Peace Circle training for teachers and staff	Professional Development	All	SEL Coordinator	On-going	On-going		
SEL student groups and supports created 9-12th school-wide with the CARE team and student data	Instruction	All	SEL Coordinator/SLT	On-going	On-going		
SEL classroom lesson plans created to embed into content areas	Instruction	All	SEL Coordinator/SLT	On-going	On-going		
School-wide culture and climate audit and assessment	Other	All	SLT/Culture and Climate Team	Summer 2012	On-going		Conduct and assess each quarter
Tiered interventions created for identified students in grades 9-12 (academic and behavioral)	Instruction	All	CARE Team/SEL team	On-going	On-going		
Gang intervention groups created for at-risk students	Other	Other student group	Culture and Climate Team/SLT	Quarter 1	On-going		
Truancy interventions using A Knock at Midnight for home visits	Other	All	Attendance Coordinator/SEL	Summer 2012	On-going		
Parent workshops/parent nights on SEL strategies and programs	Parental Involvement	All	SEL team	Quarter 1	On-going		



**Strategic Priority 2**


### Strategic Priority 3

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

Strategic Priority Description	Rationale
Clemente staff members will provide early exposure and purpose for postsecondary goals in grades 9-12 in order for all students to have the option to be admitted to multiple and viable postsecondary schools and careers.	Only 49.5% of Clemente students graduated within 5 years in SY2011. Of those graduates, 41.5% enrolled in college in SY2011 and only 12.5% were eligible for selective four-year schools. The school as a whole needs to create a culture shift and create a college going culture for grades 9-12. Currently, 60% of our current Juniors scored between a 15 and a 19 on the ACT.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Partner and strengthen our partnership with universities (Northeastern, Depaul, UIC, etc.) Create a pipeline with university faculty to guide and mentor our students.	Other	All	12th grade administrator/Counseling Department	On-going	On-going		
Increase exposure and college trips for grades 9-12 and host a college fair each quarter for grades 9-12.	Instruction	All	Counseling Department	On-going	On-going		
Increase AP and honor class offerings and options for all students.	Instruction	All	AP Coordinator/Principal	On-going	On-going		
Creation of a postsecondary lab and support for 9-12	Instructional Materials	All	Counseling Department	Summer 2012	Summer 2012		
Workshops for parents each quarter for 9-12 on all things postsecondary to set purpose, expose, inform, and support in order to create a college going culture	Parental Involvement	All	Teachers/Counseling Department/SLT	On-going	On-going		
Writing workshops 9-12 to improve writing across subjects	Instruction	All	ILT/SLT	Summer 2012	On-going		Part of summer planning
Counselors will conduct one on ones with their grade level case loads to evaluate transcripts, create recovery plans, and intentionally support post secondary metrics.	Other	All	Counseling Department	On-going	On-going		
Dual Enrollment for Math and English offered	Instruction	Other student group	Programmer	Summer 2012	On-going		
Senior Seminar taken by every Senior	Instruction	Other student group	Counseling Department and Teachers	Quarter 1	On-going		
Post secondary metrics as two of the SMART goals each grade level	ILT/ Teacher Teams	All	SLT/ILT/TCT	Quarter 1	On-going		



**Strategic Priority 3**




## Strategic Priority 4

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

Strategic Priority Description	Rationale
Clemente staff members will build more inclusive, positive and trusting relationships with parents and the surrounding communities in a concerted effort to better prepare our students and families for a lifetime of academic success.	Parents and community members are stakeholders in this work and need to feel that they are part of the school and the work to improve outcomes for our students. We have had mixed participation in our parent nights and school functions and we want to improve and increase our parental involvement through access to financial literacy programs, college trips, GED classes, and so on as well as to continue to build relationships with our

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Grade level curriculum parent nights each quarter to inform parents about content, material, and work in order to help their child succeed	Parental Involvement	All	Teachers and SLT	Quarter 1	On-going		
Creation of a parent university and the school will provide GED, financial literacy, ESL, and a law clinic to support the growth of the entire family and community	Parental Involvement	All	SLT/LSC	Summer 2012	On-going		
LSC outreach without feeder schools and community to increase awareness and enrollment	LSC/ PAC/ PTA	All	LSC/Counseling Department/SLT	Summer 2012	On-going		
Parent college field trips for all grade level	Parental Involvement	All	Counseling Department	Summer 2012	On-going		
Parent classroom volunteers	Parental Involvement	All	SLT/LSC	Quarter 1	On-going		
Parent room lab created to use for Parent University	Parental Involvement	All	SLT/LSC	Summer 2012	On-going		



**Strategic Priority 4**


### 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