



2012-2014 Continuous Improvement Work Plan

Benito Juarez Community Academy High School

West Side High School Network
2150 S Laflin St Chicago, IL 60608
ISBE ID: 150162990250767
School ID: 609764
Oracle ID: 46421



Mission Statement

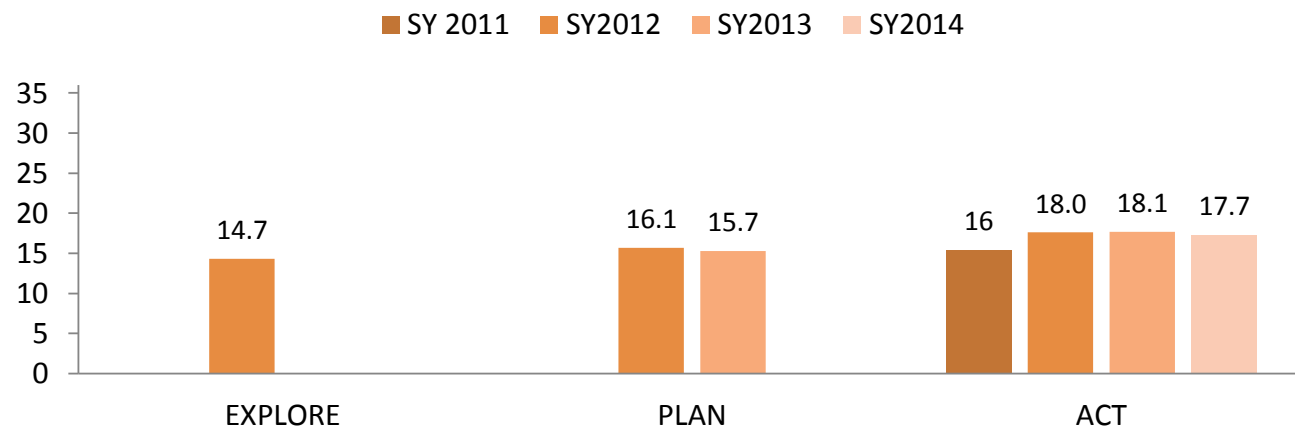
The Mission of Benito Juárez Community Academy, a premier neighborhood school, is to establish a dynamic family of lifelong learners who strive to think critically, progressively, and globally while engaged in the pursuit of personal and collective growth.

Strategic Priorities

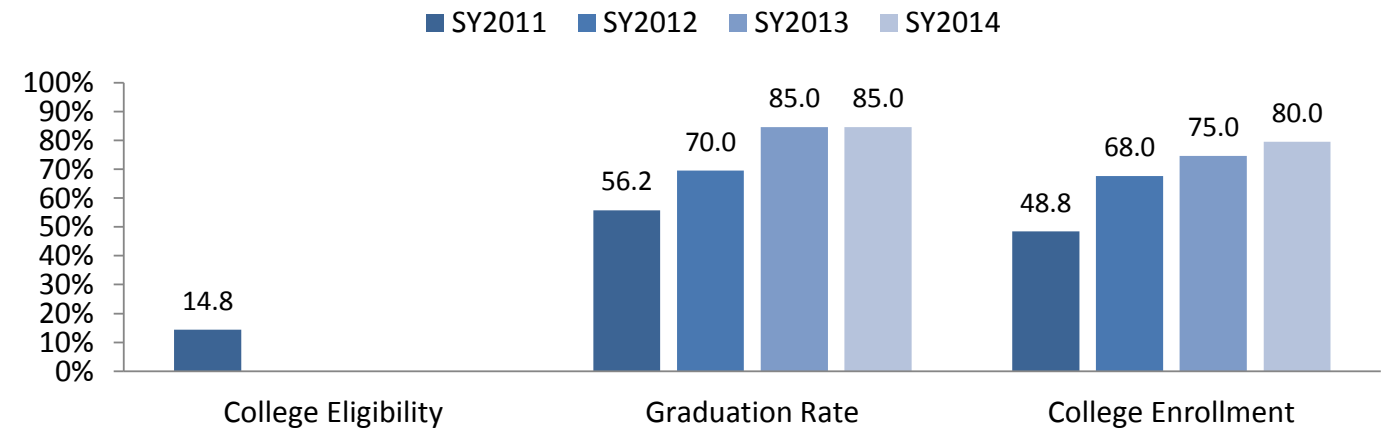
1. Juarez students will be on track to graduate and prepared for the postsecondary world through schoolwide implementation of the Common Core.
2. Utilize RtI and all wraparound services to increase student attendance, improve student behavior, and provide students and parents with the services they require to be successful.
3. Improve effective use of technology to make data-informed decisions. Increase technology training and use as an educational tool to prepare students for the future. Train teachers to effectively use data in the classroom.

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Benito Juarez 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
Juan Carlos Ocon	principal
Rich Gelb	assistant principal
Laura LeMone	assistant principal
Mirza Zavala	Support Staff
Paula Stewart	ELL Teacher
Jodie Stepuszek	Special Education Faculty
Bianca Alonso	LSC Member
Alvaro Obregon	Community Member
Rosa Gomez	Parent/ Guardian
Hadeel Shabib	Classroom Teacher
Cynthia Miller	Classroom Teacher
Kimberly Wiegmann	Classroom Teacher



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		13.7	14.7			College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	14.8			
10th Grade - PLAN Average PLAN score		15.1	16.1	15.7		5-Year Graduation Rate % of students who have graduated within 5 years	56.2	70.0	85.0	85.0
11th Grade - ACT Average ACT score	15.8	NDA	18.0	18.1	17.7	College Enrollment % of graduates enrolled in college	48.8	68.0	75.0	80.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.0	0.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	83.7	88.0	90.0	92.0	Misconducts Rate of Misconducts (L4-6) per 100	17.2	14.2	11.2	11.2
Freshman On-Track % of Freshman Students on-track	71.1	80.0	83.0	85.0	Sophomore On-Track % of Sophomore students on track	77.8	80.0	83.0	85.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	19.9	25.9	27.9	29.9		PSAE Reading % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Mathematics % of students meeting or exceeding state standards	22.9	24.9	26.9	28.9		PSAE Mathematics % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Science % of students meeting or exceeding state standards	15.3	20.9	22.9	24.9		PSAE Science % of students exceeding state standards	0.3	5.0	10.0	15.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We have clear measurable goals that are posted throughout the building. Every stakeholder can articulate which goals they are responsible for. The goals are both ambitious and thoughtfully developed so as to be within the zone of possibility. We need to move these goals into the classroom so that teachers and students also feel a responsibility for these goals. We have a strategic plan to move our metrics and close the achievement gap. We need to be relentless in achieving these goals.</p>	
	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. 	<p>We have implemented a professional development cycle focused on benchmarking and standards based grading; however, we are struggling with how to differentiate it based on different departments and teachers' needs. The principal provides a clear vision of instructional best practices. We are in the process of refining and revising our goals and expectations to meet our shortcomings as a school. Our CTE academies have helped the principal concretize his vision of college and career readiness. We have systems to identify the best students for each academy. We have also created a visual and performing arts academy for our artistic students. Our counseling department and college coaches regularly meet with students on this topic and take them on many trips and job shadows. The principal communicates his vision and the school work with many community stakeholders, the LSC, the NCLB, and the parent university.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>We have an ILT team that meets regularly to discuss school priorities; however, little initiative or leadership comes from the teachers. We need to develop the capacity of our teacher leaders so that they take responsibility for both schoolwide initiatives as well as what is going on in the classroom. We have identified teacher leaders, but there is not a strong culture of teacher leadership. We have many teachers who fit into one or more of the roles listed to the left. Our Rtl team has recently completed PBIS training and is energized about putting together a schoolwide system. We have empowered teachers by having department chairs who are teacher leaders and are released for a class period to conduct coaching observations and help mentor new teachers. Our bilingual lead teacher takes a strong role in ensuring bilingual student success. Each course team also has a designated course team leader who is part of the school leadership.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT is composed of the best combination of teachers and other school leaders, it focuses on PD activities for the staff, and regularly analyzes data. The ILT needs to be more reflective with regards to what Juarez needs to flourish. The ILT needs to have a more visible and vocal role in the school. The ILT meets weekly, but it is largely led by the administration, there is no clear sense of autonomy in the ILT.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>We have improved a lot with regards to how we acquire and analyze data. We are looking at it regular as an administrative team and are bringing it to the course teams and ILT for analyzis. We do not have a good rhythm established for looking at certain data sets and we do not do a good job of adjusting to the data. For instance, we may share the data with the staff, but we do not necessarily make strategic changes based on the data.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>We are between a 2-3 for this item. Each course team does have a year long sequence based on the CCSS or the CRS and they are being used to align units. Teachers plan for the year, unit, and lesson as a team and no one teacher or set of materials dictates instruction. We are struggling with using grade-appropriate levels of text. Teachers need to have a better understanding of how to teach literacy so they can help students who are not at grade-level read rigorous text and complete rigorous assessments. Both ELL students and SwDs are included in curriculum planning. Teachers from both areas are represented on course teams.</p>	
	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). 	<p>Our materials are selected and purchased with the students' best needs in mind. Our teachers are not textbook-dependent. We always provide and utilize materials for SwDs as well as ELLs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data is available immediately after assessment. We are struggling with how to adjust instruction to best utilize the data. Course teams need more training on assessment and how to use formative assessment to guide instruction. There is a lack of clarity on how to assess student work so that it does not adversely affect the students, but is also a clear reflection of where the students are. Teachers are struggling with what an assessment is and how to define mastery. We do make modifications and accommodations for our ELLs and SwDs that meet their needs.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>We are between a 2-3 for this item. Teachers oscillate between the "typical" and "effective" categories. As a faculty, we do sequence and align our SB objectives and we do scaffold instruction regularly. We are struggling with how to use formative assessment effectively. The majority of our teachers clearly communicate with students; however, there are some outliers. We are not dependent on the pacing in instructional materials with a very few exceptions. Teacher teams determine the pacing and sequencing based on what works best for our students.</p>	

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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. 	<p>We do not have a systematic approach to screen students yet, but we are currently the best-staffed to address this issue and have made improvements in this area this year. We do utilize double period literacy and math classes for our freshmen students. We have small group instruction for our lowest level students in reading and math. We also have push in services that are strategically scheduled and staffed to best meet the needs of the students. The RtI team, course team, special ed providers, and counselors all work together to make adjustments and monitor interventions.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>We are between a 2 and 3 for this. We have an active PD committee that develops activities and plans for PD days. We struggle with monitoring and follow up and sometimes the lines of communication get murky. This goes back to our goal of building teacher capacity and teacher leaders. We also need to be more cognizant of following up on the PD we do present. Sometimes compliance takes precedent over truly meaningful PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>We have all of the "effective" qualities in our course team structure. Our next step is to empower course team leaders and all teachers to improve our rigor, the alignment to the CCSS, and our ability to assess students effectively.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>We have informal support for new teachers through administration, literacy coach, department chairs, and course team leaders. This system is not very structured and can vary in quality from department to department. True new teachers receive formal coaching through the New Teacher Center. Our teachers do not have individual professional development plans, we need to find a model that works well and adapt it to our faculty. We have supports in place for peer coaching and cross classroom visitations, but the frequency and quality of said coaching varies in quality. We need training around this.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>We are striving to create a more rigorous class environment. Both the Network and OSI have indicated that rigor is a weakness at Juarez. Teachers are asking students to complete lower level tasks and not challenging them to achieve higher levels of Bloom's taxonomy. Recently, we have begun to address this issue through course team discussions and activities. We will continue to focus on this weakness during 4th quarter and summer planning.</p>	
	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. 	<p>This is a strength at Juarez. Students have indicated on surveys that they feel supported and that there are adults in the building who they can go to in times of needs. Juarez has a aggressive plan for student wraparound services and the team is very proactive in meeting students' needs. Both students and adults interact respectfully and with common goals. Students with disabilities are included in the above. They are fully integrated into the school community. Juarez is a center of the Pilsen community and very inclusive of our students' home language and culture.</p>	
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. 	<p>Juarez has a very positive and calm school environment. Students and staff feel safe. There are few or no disruptions to learning. Through the work of the discipline and attendance team, students are managed in a clear and fair manner. We are lacking a fully articulated schoolwide discipline plan. There is some variance from teacher to teacher with regards to how discipline is handled.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The principal and his team provide clear information to families and they community on all matters. Many teachers do provide a similar level of communication; however, not all teachers and staff members communicate with families at the highest level. We have begun to more systematically provide transition information to students and families, but there is room for growth and expansion.	
	Ongoing communication ----->			3
	<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. 	We have excellent systems in place among the staff to engage in two way communication, including systems to support teachers with this process. Communication is not limited to report card pick up, nor is it limited to academic/behavior concerns. We make it a priority to communicate neutral, good, and bad information to students and families often and clearly.	
Bonding ----->			4	
	<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. 	Juarez is a center for the Pilsen community and its families. The school has an emphasis on customer services and we always prioritize the students' and their families needs. There are many opportunities for community and parent engagement with Juarez through our Parent University and our many community based events that are held on the Juarez campus. Juarez has also partnered with several cultural organizations to provide opportunities for the community to see free plays and concerts in the Juarez Performing Arts Center.	

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
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. 	<p>Our student advocates and social workers make home visits. We provide many services and outreach to all of our families whether through our staff or by connecting families to outside organizations. We partner with several social service organizations to provide students and families with support. Families can come to Juarez for academic, social/emotional, or financial help. If we cannot provide</p>	
	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. 	<p>We have improved in this area significantly. Our college and career coaches, counselors, and academy directors are actively engaging in providing information and experiences to all grade levels. Furthermore, we have a growing alumni network who are invested in helping our students assimilate to various college and career</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Juarez has a robust AP Program. This year, over 800 AP exams will be administered. Students have the choice of 14 AP courses as well as 12 honors courses. Additionally, students have access to several enrichment programs and opportunities. Access is available to all students who are motivated and willing to participate. Administration, counselors, and teachers encourage students to take the most rigorous course of study available to them. The counseling department in conjunction with the faculty and staff support students in planning and preparing to meet their post secondary goals.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Juarez offers a wide range of extracurricular activities and enrichment activities that are accessible to all students. In addition to what Juarez offers in house, it also has many partnerships with universities, non profits, and local businesses to provide</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>We have an ever improving ACT/PSAE preparation program. Through our partnership with CCC, students take the Compass at Juarez in preparation for dual enrollment as well as for future enrollment in City Colleges. Academy /CTE students take various career preparation assessments</p>	
	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. 	<p>We have a systemic campaign of education for both parents and students regarding postsecondary opportunities and financial aid. We also provide specialized information sessions for undocumented students. We are beginning to use Naviance to further target specific students for the appropriate programs. Again, the CTE Academies will help us target students for specific opportunities.</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Our special education department as well as our college and career coach, counselors, community connector, and academy coordinator are all working to improve this category.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Juarez is proud of the fact that our purchases our made with the best interests of the students in mind. We allocate our scare resources based on what will impact the most studends and will make the most gains in the metric being addressed by the purchase. We pursue and receive additional sources of funding. We have received grants from several organizations and also have several partnerships that bring in materials, manpower, or experiences for our students at no cost. We are also the recipients of a School Improvement Grant which has greatly increased our staffing capabilities as well as our ability to spend in alignment with</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Through the building of the master schedule as well as curriculum shifts such as the CTE academy model, we anticipate changes in staffing. We do our staffing based on what is most needed by the students. For example, when granted extra positions due to enrollment, we consismently hire core teachers to reduce class size. Our interview process consists of: initial phone screening, interview with APs and relevent teacher leaders, model teaching lesson, and a final interview with principal. Course teams are formed based on what is in the best needs of the students and where there is a critical need. While teacher preference is taken into consideration, we ultimately schedule teachers based what is best educationally.</p>	
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. 	<p>Our school design is based on the requirements of the Board and the CTU, withing that structure, we design a good fit based on our students' needs. For instance, we moved division to the first period of the day to minimize tardies to first period. We also put most of our non core classes at the beginning and end of the day, when our attendance is at the lowest, so as to minimize students failing a core course. We have built the master schedule so that every teacher team has time to meet during the day. Teachers have full periods for course team meetings and every teacher is on a course</p>	

Mission & Strategic Priorities

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

Mission Statement

The Mission of Benito Juárez Community Academy, a premier neighborhood school, is to establish a dynamic family of lifelong learners who strive to think critically, progressively, and globally while engaged in the pursuit of personal and collective growth.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Juarez students will be on track to graduate and prepared for the postsecondary world through schoolwide implementation of the Common Core.	In the classroom our focus is teaching the common core through the benchmarking process and standards based grading which will increase graduation rate, which is connected to all other metrics (EPAS, FOT, SOT)
2	Utilize RtI and all wraparound services to increase student attendance, improve student behavior, and provide students and parents with the services they require to be successful.	We are focusing on tier 1 RtI interventions through the Power of 3, parent university, college and career readiness program, attendance program, and restorative justice.
3	Improve effective use of technology to make data-informed decisions. Increase technology training and use as an educational tool to prepare students for the future. Train teachers to effectively use data in the classroom.	Improve training and teacher use of technology to improve instruction. Improve infrastructure, access, and tools. Use all of the above to collect and analyze data to drive instruction.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Juarez students will be on track to graduate and prepared for the postsecondary world through schoolwide implementation of the Common Core.	In the classroom our focus is teaching the common core through the benchmarking process and standards based grading which will increase graduation rate, which is connected to all other metrics (EPAS, FOT, SOT)

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue ACT Institute: training for teachers, sub coverage, materials, incentives, Cambridge 3 in 3, Naviance Method Test Prep, and Key Trains	Instruction	All	Junior Teachers	Quarter 1	Quarter 3	On-Track	
Teacher PD for improving our standards-based grading system: Gradebook, categories, mastery.	Instruction	All	PD/RTI	Summer 2012	On-going		
Continue to fund the Benchmark Achievement Center, on-going training to utilized BM makeup	After School/ Extended Day	All	RtI Team	On-going	On-going		
Continue and expand parent education program: pay for security to maintain building safety, fund teachers for various classes, fund parenting class	Parental Involvement	All	Parent Coordinator/Community Connector	On-going	On-going		
Continue to improve wall charts through the benchmarking process.	Instruction	All	PD/RTI	On-going	On-going		
All teachers will continue to improve on unpacking the common core in to I can statements through the benchmarking process.	ILT/ Teacher Teams	All	PD/RTI	On-going	On-going		
Summer Benchmarking Institute around the Common Core	Staffing	All	administration	On-going	On-going		
Benchmarking Consultants to provide PD around the common core							



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
Utilize RtI and all wraparound services to increase student attendance, improve student behavior, and provide students and parents with the services they require to be successful.	We are focusing on tier 1 RtI interventions through the Power of 3, parent university, college and career readiness program, attendance program, and restorative justice.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PD and training for RTI team to fully incorporate the SELs into our standards-based grading system	ILT/ Teacher Teams	All	ILT	On-going	On-going		
Benchmarking consultant to continue training teachers on CCSS and benchmarking process	Staffing	all	administration	On-going	On-going		
Continue and expand peer mentoring program	After School/ Extended Day	Other student group	college coach, counseling	On-going	On-going		
EPAS consultants to align benchmarks to EPAS							
Continue and expand RtI team, including a full time RtI coordinator, so students receive timely, targeted interventions	Professional Development	Other student group	administration/RtI team/Literacy Coach	On-going	On-going		
Articulation with feeder schools: Teacher and Curriculum exchange around the common core	ILT/ Teacher Teams	Not Applicable	ILT	On-going	On-going		
Continue to support wraparound services for students through a 2nd social worker, student advocates, restorative justice dean, and attendance dean	Staffing	Other student group	administration/discipline/attendance team	On-going	On-going		
Development and implement a schoolwide positive behavior intervention system that focuses on TIER 1 interventions	Professional Development	all	administration/discipline/attendance team	On-going	On-going		
Vertical alignment through the course team structure	Staffing	all	PD	On-going	On-going		
Teacher extended time for alignment of skills to EPAS	Staffing	all	administration	On-going	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
Improve effective use of technology to make data-informed decisions. Increase technology training and use as an educational tool to prepare students for the future. Train teachers to effectively use data in the classroom.	Improve training and teacher use of technology to improve instruction. Improve infrastructure, access, and tools. Use all of the above to collect and analyze data to drive instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a comprehensive technology plan that addresses infrastructure, equipment, training for teachers, and integration of technology into the classroom that moves our standards based grading system and benchmarking forward	Professional Development	all	admin/techco/ILT	Summer 2012	On-going		
Data strategist will create data sets at regular intervals and guide analysis by teachers leaders and admin	staffing	all	admin/ILT	Summer 2012	On-going		
Course teams will learn how to utilize data to drive instruction and improve student outcomes	Professional Development	all	admin/ILT/course team leaders	on-going	On-going		
improved and increased professional development is needed to better utilize CIM data	Professional Development	all	admin/ILT/Networ/OSI	on-going	On-going		
increase technology accessibility for instructional purposes	Instructional Materials	all	admin/ILT/techco	on-going	On-going		
improve infrastructure: wireless, servers...	Equipment/Technology	all	admin/techo	on-going	On-going		
Purchase Criterion site license: Riverside Publishing to ensure that students are writing daily	Instructional Materials	all	admin/English	on-going	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

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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