



2012-2014 Continuous Improvement Work Plan

Alex Haley Elementary Academy

Rock Island Elementary Network
11411 S Eggleston Ave Chicago, IL 60628
ISBE ID: 150162990252092
School ID: 609808
Oracle ID: 22301



Mission Statement

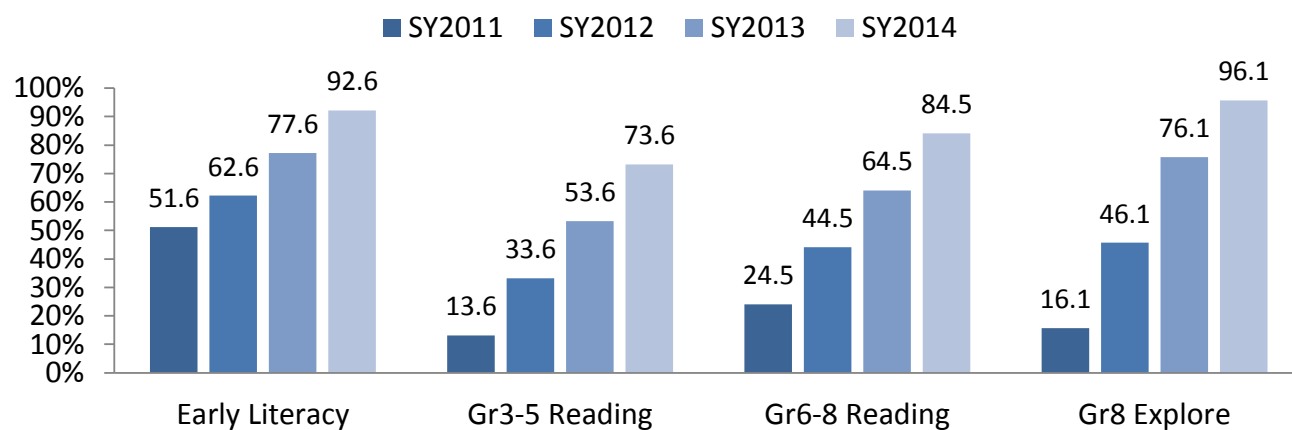
Alex Haley Academy strives to create a rich learning community by embracing the diversity of our students. Our aim is to meet the academic, social and emotional needs of every student. We believe that individualized instruction, professional learning communities, standards based instruction, with the infusion of technology, along with parental involvement and community partnerships create a climate of success. We believe that through effort and encouragement we can empower every student to learn and grow into responsible, global, successful life long learners.

Strategic Priorities

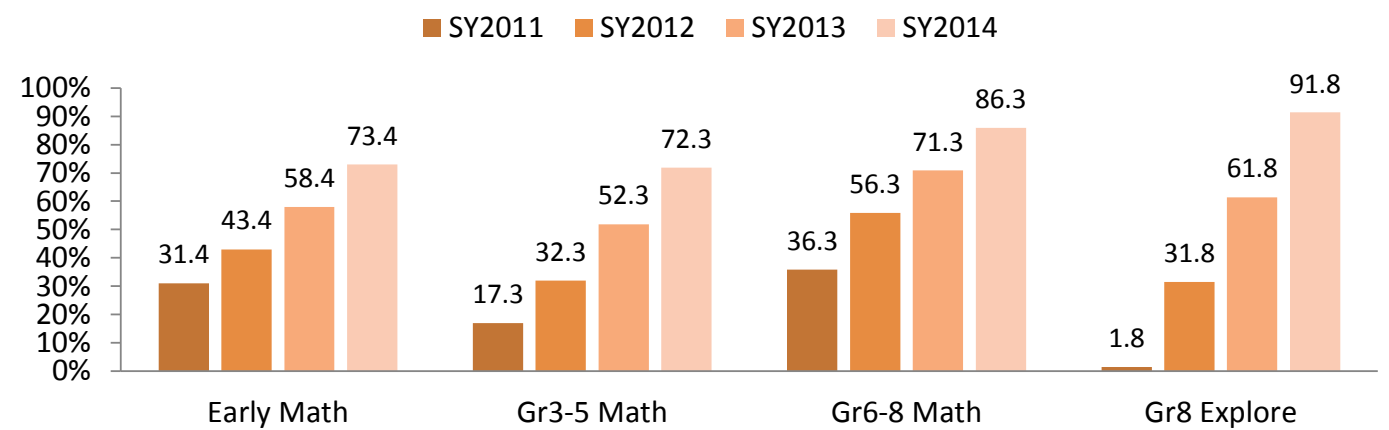
1. Understand the CCSS, develop and build units of instruction that are aligned to the Common Core standards.
2. Organize professional development and collaboration time for teachers to meet in order to gain information that will assist them in making the district instructional shift.
3. Create a schoolwide intervention plan that supports students in RTI tier two and three and assists students in tier one to move from meets to exceeds.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Alex Haley Elementary Academy

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
Vaida Williams	Principal
Michael Onofrio	Assistant Principal
Renard Whitelow	LSC Member
Karen Gillespie	LSC Member
Susan Haley	Lead/ Resource Teacher
Aliesia Allen	Classroom Teacher
Taffney Washington	Classroom Teacher
Paula Guy	Counselor/Case Manager



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	51.6	62.6	77.6	92.6		Early Math % of students at Benchmark on mClass	31.4	43.4	58.4	73.4
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	13.6	33.6	53.6	73.6		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.3	32.3	52.3	72.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.7	63.7	78.7	93.7		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	41.4	61.4	76.4	91.4
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.5	44.5	64.5	84.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.3	56.3	71.3	86.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.9	73.9	88.9	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.8	84.8	99.8	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	16.1	46.1	76.1	96.1		Explore - Math % of students at college readiness benchmark	1.8	31.8	61.8	91.8



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	97.9	98.9	100.0					
					Misconducts Rate of Misconducts (any) per 100	2.9	0.9	0.0	0.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	62.5	77.5	89.5	100.0		ISAT - Reading % of students exceeding state standards	1.9	11.9	21.9	31.9
ISAT - Mathematics % of students meeting or exceeding state standards	76.4	85.4	93.4	100.0		ISAT - Mathematics % of students exceeding state standards	11.6	21.6	31.6	41.6
ISAT - Science % of students meeting or exceeding state standards	86.3	90.3	94.3	97.3		ISAT - Science % of students exceeding state standards	9.5	19.5	29.5	39.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>On the SY 2011 Principal Scorecard the Haley principal along with the ILT team set clear measurable goals for student achievement. These goals have been provided to the teachers. We also have a professional development plan (which began October 2011, with outside consultant) for unlocking and implementing College and Career readiness standards. Based on 2011 ISAT and BOY/MOY Scantron data we have established a clear theory of action plan that outlines the schools priorities and key levers to moving students to exceeds. The number of students in grades 3 - 8 exceeding the ISAT standards by 12% and DIBELS benchmark level will increase by 12% as well.</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>Teacher professional development is based on surveys from staff, district priorities and observed overall staff need. Staff receives continuous summative monitoring and feedback. Students are provided with access to external programs that support college and career readiness (over 53% of students participate based on attendance rosters): GEAR UP, Communities in Schools, Izzy Idonije Foundation and SES afterschool programs. Haley has a thriving PAC that supports the school and provides additional school to home assistance through parent workshops on various topics such as IEP's, Common Core Standards, Everyday Math and Science. Based on My Voice My School results from the the SY2011 survey, 47% of parents reported feeling engaged with school.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Haley teachers are very involved in moving the school forward. We currently have 21 classroom teachers each of which participate on an academic team (ILT, RTI, data, grade level or curriculum). Our resource teachers also collaborate with the classroom teachers on units of study, research and push in student assistance. Teachers share knowledge gained from professional development at weekly grade level meetings. Our special needs teachers collaborate with the general education teachers by sharing lesson plans and jointly plan accommodations and interventions for the included special needs students.</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 Haley ILT team is comprised of teachers from primary, intermediate, upper and Special Needs. The team studies the data from the various assessments; Scantron, DIBLES, ISAT and teacher made tests to keep a breast of effective teaching and trends within the school. The ILT team also meets with teachers to lead discussion on data, share information from quarterly ILT meetings and local school ILT meetings. Our team is working on having more meaningful honest teacher dialogue aimed at improving instructional delivery, teacher reflection on their practice and critical analysis of data as it pretains to teacher performance.</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. 		2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Haley works closely with the Rock Island Network to make use of the reading, math and science pacing charts. Grade level teams then work together to create instructional units. The school also has school wide monthly instructional themes such as graphic organizers, Science-experimental method, math or themes in language arts.	
	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). 	Haley has level texts for each grade in each subject. We up grade texts every three to four years. Consumables and the accompanying materials/manipulates are also purchased which includes the materials for differentiation. Haley includes special needs students in all instructional materials purchased.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Haley teachers receive assessment data as soon as it becomes available. Copies are also given to the ILT team for reflection on school wide performance and trends. Grade level teams prepare standards based assessments on skills. The special needs teachers collaborate with the general education teachers on accommodations and modifications for special needs students. Haley staff uses a wide variety of assessments and participates in district assessment pilots; Scantron, Common Core.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Haley teachers use a combination of whole group and small group instruction. We are currently working on improving higher level questioning and promoting more critical thinking among the students. We do scaffold instruction to include students high, medium and with disabilities. Haley has an RTI team that works with teachers to provide assistance with interventions. All lessons are standards based and we work closely with the Network to ensure our pacing is on target. We are engaging in ongoing professional development around rigor to provide higher levels of instruction. Haley teachers recieved a Strong rating on the Sy2011 Principal Performance Scorecard for Ambitious Instruction which we are working to improve.</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>Haley has a very effective RTI team. They work closely with the principal to ensure the teachers are progress monitoring and planning interventions for all tier two and tier three students. The case manager works with the teachers to ensure that any student experiencing academic difficulties are receiving support. The Special Needs teachers collaborate with the General education teachers to provide suggestions on interventions and help plan small group instruction ideas. All staff provide push in support to students in need of additional help. We have software support that is offered after school for struggling students. Screening assessments are provided by the Special Needs teachers. Students who have an intervention plan are monitored and progress is reported to the parents.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Haley teachers meet weekly to plan lessons, review data and review student needs. We have monthly grade level meetings with an ILT team member to update teachers and share information and present materials from ILT meetings. We are currently working on a better system for monitoring effectiveness of professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Grade level teams meet weekly. An ILT team member meets with grade level teams monthly. The RTI team meets with teachers who have students identified as tier three monthly to monitor progress. The teacher teams are comprised of general education teachers primary, intermediate and upper, a special needs teacher, an ILT team member and a RTI team member. If a student is not making progress the RTI team meets with the teacher, parent and case manager to discuss further steps.</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>All teachers complete a personal practice development plan. This guides the choice of professional development for the school as well as any professional development that an individual teacher may attend. We do have a curriculum co-ordinator who along with the administration assist teachers and provide coaching/modeling.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Haley students have participated in the GEAR UP program in the past, which promotes student and parent awareness of college and careers. Haley will be a part of the new GEAR UP grant for the 2012-2013 school year. In addition to this program Haley has instituted research based projects to introduce students to higher levels of reading, research and writing. Haley has a middle school where all classes are departmental which gives students the experience being responsible, organized and exposed to more than one instructor.</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>Alex Haley Special Needs students are included in daily instruction as mandated in each students' IEP. The teachers co-teach and collaborate on lesson plans. They also plan accommodations and modifications for students. General education and Special Needs students are equally included in all activities provided at Haley. The Haley staff is community oriented and deeply care about their students. Staff members come early and remain after school to provide tutoring, homework assistance, sponser clubs and coach sports. Haley received an above average on the SY2011 Principal Scorecard for school climate 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>Haley has a consistent fair approach to student discipline. School rules are well know to students and parents. We have 2.9% misconduct rate. 49% of parents surveyed reported satisfaction with the school's environment and 47% were satisfied with their engagement with the school. We are continuing to work on improving student behavior with several conflict resolution workshops for the students. The school PAC has been engaging in a campaign to increase parent involment that will continue.</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. 	Haley Parents are kept informed of school performance through letters, parent meetings and PAC meetings. Haley hosted special meetings on the state of Alex Haley this year that were well received and will do so in the upcoming year. All teachers send yearly expectations to the parents in the beginning of the school year. We host an open house the third week of school so that the parents and teachers can connect on the plan for the year. We also host reading and math classes for parents to improve their understanding of what is being taught and how. The parents visit each class and has a mini lesson. This clarifies exactly what their students do and how the school is organized.	
	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. 	The teachers and parents have frequent communication. Parents are encouraged to contact teachers and are provided the times teachers are available. Teachers are visible before and after school on the school premises. Haley has parent meetings that teachers attend. We also collaborate with parents of RTI students monthly. The PAC members routinely provide updates on the academic themes of the school.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Haley has an extremely welcoming environment. We have several parents who volunteer as room mothers and parent patrol. We have several annual events that the parents and community participate in such as: the back to school rally, Jack and Jill fashion show, eighth grade fashion show, math night, literacy night, science fair, sports, Holiday assemblies and Band performances. The principal has an open door policy for all students, parents and community members. We received an Above Average rating on school climate and culture from My Voice My School 2011.	

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. 	Haley provides outreach for students and their families through partnerships with Communities in Schools, Isreal Idonije Foundation and Metropolitan Family services.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Haley has many opportunities for students to explore talents and interests. We provide Science club. Spanish Club, Girls mentoring Essence club, Sports, dance, marching band, computer technology, after school tutoring and enrichment.	
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. 	The school provides students with opportunities to visit colleges and interact with professors and students. We also have the GEAR UP program which has summer classes for students on two college campuses. They will also provide addition exposure for students and parents during the upcoming school year. Our students are exposed to academic rigor through the middle school experience at Haley.		
Enrichment & Extracurricular Engagement ----->				
<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. 	Haley has many opportunities for students to explore talents and interests. We provide Science club. Spanish Club, Girls mentoring Essence club, Sports, dance, marching band, computer technology, after school tutoring and enrichment.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Alex Haley participates in the EXPLORE assessment. We start in the primary grades exposing the students to career choices with a primary career day. The middle grades are part of the GEAR UP grant that educates students and their families on college and careers. Teachers and students will be a part of summer workshops</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Haley grade level teams meet vertically every quarter. They exchange key instructional strategies and discuss student readiness for the next grade.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Haley school discretionary funds are directly aligned with the needs of the student. We maintain texts and supplementary materials for optimal instruction for all students. All staff actively seek funding for student projects through community partners and grants. We have been successful in securing partnerships with Metroplotain Family Services, Communities in Schools and Isreal Idonije Foundation.	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Haley school has worked hard to become a stable staff with teachers well suited for their assigned grade/subject. We conducted intensive interviews to put the staff together. In the future we will continue to seek quality talent for our school.	
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. 	Haley staff has collaborated on student needs and the full school day. We have included interventions for our lower performing students and opportunities for enrichment for our more advanced students. We have planned to include the ARTS in our preparation periods as well as World Language.	

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

Alex Haley Academy strives to create a rich learning community by embracing the diversity of our students. Our aim is to meet the academic, social and emotional needs of every student. We believe that individualized instruction, professional learning communities, standards based instruction, with the infusion of technology, along with parental involvement and community partnerships create a climate of success. We believe that through effort and encouragement we can empower every student to learn and grow into responsible, global, successful life long learners.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Understand the CCSS, develop and build units of instruction that are aligned to the Common Core standards.	Haley ILT teacher leaders have not have enough time to unpack the standards in the teacher team meetings. We are emerging in the process of unpacking the CCSS and need to build instructional units that are aligned to the Common Core standards and build performance tasks that encompass the instructional shift to show what the students need to know and be able to do to show mastery of the CCSS.
2	Organize professional development and collaboration time for teachers to meet in order to gain information that will assist them in making the district instructional shift.	Design and provide structured professional learning opportunities that are focused on building teacher collaboration, understanding of the CCSS, analysis of data, workshops on instructional strategies and sharing student information.
3	Create a schoolwide intervention plan that supports students in RTI tier two and three and assists students in tier one to move from meets to exceeds.	Based on Haley ISAT scores over time 2009 -20011 we have less than 10% of our students in exceeds. The majority of Haley students fall in the meets category. Additional instructional strategies, resources and interventions are needed to move students forward. Based on Scantron data 15% are at or above grade level.
4	Optional	
5	Optional	



Strategic Priority 1

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Strategic Priority 2



Strategic Priority 3

