



2012-2014 Continuous Improvement Work Plan

Crown Community Academy of Fine Arts Center ES

Austin-North Lawndale Elementary Network

2128 S Saint Louis Ave Chicago, IL 60623

ISBE ID: 150162990252147

School ID: 609873

Oracle ID: 31041



Mission Statement

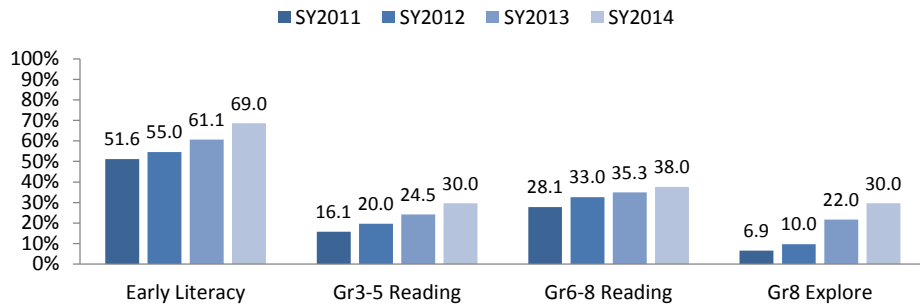
We the stakeholders of Crown Community Academy will continue to build a learning community. We will foster in students; critical thinking, problem solving, and artistic expression. We will develop students as individuals who have self-respect and confidence to compete in both the local and global society.

Strategic Priorities

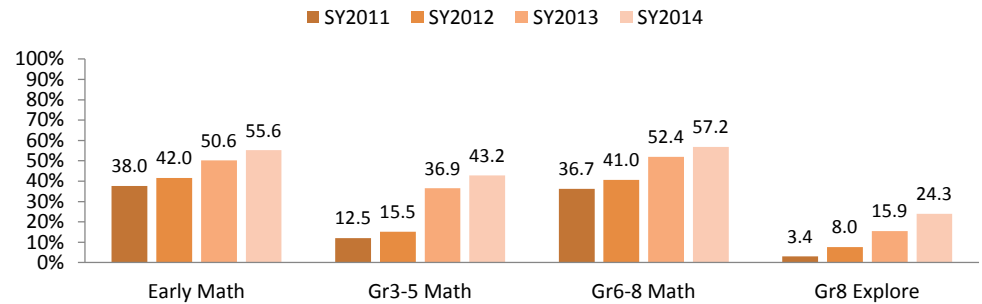
1. Provide rigorous differentiated instruction in reading to facilitate student growth as measured by NWEA, ISAT and EXPLORE. To include professional development around the CCSS, the continued usage of Achieve 3000 and centers based instruction in reading.
2. Provide rigorous differentiated instruction in mathematics to facilitate student growth as measured by NWEA, ISAT and EXPLORE through the implementation of the Math Bridge plan for CCSS. Continued professional development for the usage of mathematics curriculum materials as well as the addition of a certified mathematics instructor
3. Develop a comprehensive primary grades program that will target specific skills for individual students kindergarten to 2nd grade as prescribed by students DIBELS and TRC assessments. This includes smaller class sizes with reading centers being the primary focus of grades K-2, with the minimum of 150 minutes weekly in reading centers, the

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:	Crown Community Academy of Fine Arts Center ES

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
Dr. Lee M. Jackson	Principal
DaWanda Fountain	Assistant Principal
Martha Williams	Counselor/Case Manager
Juliette Walker	Classroom Teacher
Iris Hildreth	Classroom Teacher
Danielle Crayton	Classroom Teacher
Jackie Baker-Doyle	Classroom Teacher
Virginia Jurcys	Classroom Teacher
Janice Thompson	Parent/ Guardian



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	55.0	61.1	69.0		Early Math % of students at Benchmark on mClass	38.0	42.0	50.6	55.6
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.1	20.0	24.5	30.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	12.5	15.5	36.9	43.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.2	40.0	46.8	52.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	38.7	42.0	54.2	58.8
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.1	33.0	35.3	38.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.7	41.0	52.4	57.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.6	61.0	64.8	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.3	68.5	69.9	72.6
8th Grade										
Explore - Reading % of students at college readiness benchmark	6.9	10.0	22.0	30.0		Explore - Math % of students at college readiness benchmark	3.4	8.0	15.9	24.3



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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	92.5	93.5	94.3	95.0					
Misconducts Rate of Misconducts (any) per 100	100.5	15.0	12.0	10.0					

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	57.8	70.0	78.0	85.0		ISAT - Reading % of students exceeding state standards	8.8	12.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	60.3	70.0	80.0	88.0		ISAT - Mathematics % of students exceeding state standards	3.9	10.0	16.0	21.0
ISAT - Science % of students meeting or exceeding state standards	61.3	70.0	75.0	82.0		ISAT - Science % of students exceeding state standards	11.3	15.0	17.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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>The school has established goals for student achievement with the implementation of data binders and assessment goal setting worksheets.</p> <p>The school has a working plan for pushing student achievement and are ordering competing priorities to accomplish them.</p>	
	Principal Leadership			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal has grades 6-8 focused on instruction with goals that are college and career ready.</p> <p>The school works collaboratively to compile school vision.</p> <p>The school has inconsistent monitoring tools for instructional practices.</p> <p>The school delivers basic information to families through monthly newsletters and Town Hall Meetings.</p> <p>The school needs to re-evaluate the effectiveness of past monthly curriculum nights.</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>The school has a core group of teachers who are heavily involved in all task that the school intakes.</p> <p>The staff is not fully aware of the multiple committees that sometimes compete for priority.</p> <p>Academic school teams have been identified in the school</p> <p>School holds staff and grade level meetings regularly</p> <p>Teachers are strongly encouraged to share best practices from professional development opportunities.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			<p>2</p>
<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>Monitoring and adjusting -----></p> <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. 			<p>2</p>
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<ul style="list-style-type: none"> ILT regularly meets to analyze school wide data. There is a two way communication established between biweekly floor meetings and ILT meetings. ILT need to provide additional PD for staff. ILT needs to be more reflective in its current practices to ensure that follow up from action items takes place. 			
<ul style="list-style-type: none"> Data from SCANTRON, DIBELS, mClass, ISAT are analyzed at the school level. 			

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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. 	<p>The school has begun implementation of data binders in grades K-8. The school utilizes the scorecard system which has been utilized to set collaborative goals that are posted for all stakeholders.</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>Each grade level has a set of core instructional materials that are aligned to standards. All instructional materials are supportive of students with disabilities.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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>There are a variety of assessments currently being used school wide to include SCANTRON, DIBELS, mClass & TRC. Online assessments are available with immediate student results. Accommodations and modifications on lesson plans for students with disabilities are evident by classroom teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Many times the teachers answer the questions they pose to students which is evident in the lack of wait time.</p> <p>Many classrooms are not utilizing higher order thinking questioning techniques during instructional time.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<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. 	There is little evidence of students moving from one tier to another according to RTI.	
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>The school has some concepts and ideas but have not been able to plan a years worth of PD on a consistent basis. PD is usually mandated or created based upon district priorities.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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. 	Teachers do not meet with specialist or special education team consistently outside of mandated staffing meetings.	
	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. 	Some teachers engage in informal conversations while a core group of teachers ask their colleagues for support when they want to enhance their skills.	

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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 	<ul style="list-style-type: none"> College bound exposure does not exist among all grade levels. Junior Achievement program Career Day College Ready environment Lunch Bunch 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Mentee/Mentor program for 8th graders has been established to build bond between students and staff. Classroom Buddies is a program developed to establish bonding between older and younger students. The development of relationships with students is resulting in activities being held outside of school. 	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> PBIS/CHAMPS used to monitor student behaviors 	

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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. 	<ul style="list-style-type: none"> Open House held annually Town Hall meetings held by principals for each grade level Additional Report Card Pick up held for 2nd quarter Informal conversations held with parents at dismissal daily. Monthly Newsletter Retention/Promotion letters 	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Lack of two way communication from home resulting in some typical school outcomes and descriptors. 	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> School office lacks welcoming atmosphere There are multiple opportunities for parents to get involved in various activities 	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	Mt. Sinai Hospital Metropolitan Family Service Center Therapist Westlawn Gospel Church Youth Outreach worker	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Annual College Fair Annual Career Fair College Banners posted in stairwells and auditorium.	
Academic Planning ----->			2	
<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. 	All students are exposed to college and career readiness through classroom projects and discussions. College banners posted throughout building and auditorium. Staff college paraphanelia days held throughout the school year.		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	ACT Write Chicago Childrens Choir Dance Sports		

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
DIMENSIO	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. 	ANL Network EXPLORE Plan	
	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. 	N/A	
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>The school ensures that transitions between all grades happens with its March to March planning calendar.</p> <p>Families receive information in regards to promotion criteria for all grades.</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 ----->				2
	<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>Some teachers apply to Chicago Foundation for Education, Donors Choose, Rochelle Lee Fund, Kohls Museum, and other sources to get materials to help facilitate student learning.</p>		
	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. 	<p>We have recently began asking teaching candidates to teach mock lessons as part of the interview process.</p> <p>Notes are kept on substitutes and summer staff that display exceptional teaching abilities.</p> <p>The school has an established relationship with Chicago State University to host student teachers completing observation hours as well as formal student teaching programs.</p>			
Use of Time ----->				2	
<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>Most teachers are provided with at least 1 common preparation period to meet with grade level partners.</p> <p>Intensive students get intervention at the discretion of their teacher.</p>			

Date Stamp November 22, 2012



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

We the stakeholders of Crown Community Academy will continue to build a learning community. We will foster in students; critical thinking, problem solving, and artistic expression. We will develop students as individuals who have self-respect and confidence to compete in both the local and global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide rigorous differentiated instruction in reading to facilitate student growth as measured by NWEA, ISAT and EXPLORE. To include professional development around the CCSS, the continued usage of Achieve 3000 and centers based instruction in reading.	We have struggled to show achievement in reading as measured by ISAT and EXPLORE. Our reading program in grades 3-8 we will be able to directly address this deficiency by providing differentiated instruction through the use of reading centers in these grades to improve performance significantly as currently 59% of students are at grade level, and 8.8% are exceeding standards as measured by ISAT. Achieve 3000 will address non-fiction reading which has shown improvement since program implementation.
2	Provide rigorous differentiated instruction in mathematics to facilitate student growth as measured by NWEA, ISAT and EXPLORE through the implementation of the Math Bridge plan for CCSS. Continued professional development for the usage of mathematics curriculum materials as well as the addition of a certified mathematics instructor in grades 3-5.	We have struggled to show both achievement and growth in mathematics as measured by SCANTRON. By restructuring our mathematics program in grades 3-5 we will be able to directly address this deficiency by providing high quality mathematics instruction in these grades to improve performance significantly as currently only 12.5% of students are at or above grade level, and 38.7% are making growth targets in mathematics.
3	Develop a comprehensive primary grades program that will target specific skills for individual students kindergarten to 2nd grade as prescribed by students DIBELS and TRC assessments. This includes smaller class sizes with reading centers being the primary focus of grades K-2, with the minimum of 150 minutes weekly in reading centers, the implementation of looping for grades 2-3 and continued professional development around the CCSS.	We have strategically identified and monitored instructional practices in the primary grades. We have discovered that we need to address specific instructional practices to address the current student performance as measured through diagnostic measures of DIBELS 51.6% at Benchmark, mClass 38% at Benchmark. Through reading centers students will have more differentiated instruction and reading individualization. By looping 2nd-3rd grade, teachers will be better able to drive instruction forward with the knowledge of pacing and rigor that must exist to push students to exceeds.
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
Provide rigorous differentiated instruction in reading to facilitate student growth as measured by NWEA, ISAT and EXPLORE. To include professional development around the CCSS, the continued usage of Achieve 3000 and centers based instruction in reading.	We have struggled to show achievement in reading as measured by ISAT and EXPLORE. Our reading program in grades 3-8 we will be able to directly address this deficiency by providing differentiated instruction through the use of reading centers in these grades to improve performance significantly as currently 59% of students are at grade level, and 8.8% are exceeding standards as measured by ISAT. Achieve 3000 will address non-fiction

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase Achieve 3000 student site license for program support of non-fiction reading to support literacy achievement	Instruction	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Continued literacy unit planning to incorporate tenants of CCSS, rigorous lesson planning in literacy	ILT/ Teacher Teams	All	Teachers	Summer 2012	Quarter 4	On-Track	Evidenced by the completed units submitted by teacher teams.
Professional development for implementing CCSS aligning the literacy instruction at each grade level 3-8. Professional development will be monthly and have a varied group of presenters to include but not limited to ANL coaches, ILT team members and outside agencies. PD will provide teachers with working sessions to implement CCSS and align them to literacy instruction.	Professional Development	All	Principal	On-going	On-going	On-Track	Minutes from montly PDs will be kept in an electronic format for review and audit by the principal and asst. principal. Will be monitored through classroom observations by principal, asst. principal and by walkthroughs by the ANL network staff
Conduct an audit of current literacy instructional materials and purchase literacy materials to support transition to CCSS level of unit/lesson planning delivery to students grades 3-8	Instructional Materials	All	Teachers	Summer 2012	On-going	On-Track	
Quarterly PM sessions to discuss progress of CCSS unpacking, unit planning and NWEA assessments	ILT/ Teacher Teams	All	Principal	Quarter 1	Quarter 4		
Family Literacy Nights to be held in the fall and the spring to encourage family involvement and build knowledge around program content.	Parental Involvement	All	Principal	Quarter 1	Quarter 3		
Monitor lesson plans bi-weekly to check for alignment between activities and CCSS	Instruction	All	Principal/Asst. Principal	On-going	On-going		
Teachers will continue to work on creating lessons and working with grade level as well as vertical teams to ensure that the skills in CCSS are being accurately addressed	Instruction	All	Teachers	On-going	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide rigorous differentiated instruction in mathematics to facilitate student growth as measured by NWEA, ISAT and EXPLORE through the implementation of the Math Bridge plan for CCSS. Continued professional development for the usage of mathematics curriculum materials as well as the addition of a certified mathematics instructor in grades 3-5.	We have struggled to show both achievement and growth in mathematics as measured by SCANTRON. By restructuring our mathematics program in grades 3-5 we will be able to directly address this deficiency by providing high quality mathematics instruction in these grades to improve performance significantly as currently only 12.5% of students are at or above grade level, and 38.7% are making growth targets in mathematics.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The addition of a certified mathematics instructor to boost instructional best practices at Grades 3-5	Staffing	Other student group	Principal	Summer 2012	Summer 2012	On-Track	
The implementation of the CCSS mathematics bridge plan to foster rigorous instruction in mathematics grades 6-8. The plan will be made in partnership with the mathematics guidelines within CPS.	Instruction	Other student group	Math Lead Teacher	On-going	On-going	On-Track	Evidenced by the submission of bridge plans by mathematics curriculum teams.
Conduct an audit of the existing mathematics programs, Everyday Math and MathThematics to ensure alignment to the CCSS and invest in supplemental material	Instructional Materials	All	ILT	Summer 2012	Quarter 2	On-Track	
Continued professional development for the usage of mathematics curriculum materials for all new teachers as well as current staff. Monthly PD will be used to ensure that the teachers are aware of and exposing the students to all of the components of the curriculum design through effective pacing.	Professional Development	All	Principal	Quarter 1	Quarter 4		Will be monitored through classroom observations by principal, asst. principal and by walkthroughs by the ANL network staff
Family Math Nights to be held in the fall and the spring to encourage family involvement and build knowledge around program content.	Parental Involvement	All	Principal	Quarter 1	Quarter 3		
Continuance offering of the Algebra I program for 25%-40% of eligible 8th graders to complete course and pass the exit exam for hs credit and AP track placement in high school.	Instruction	Other student group	Algebra Teacher	Quarter 1	Quarter 4	On-Track	
Arts intergration in the upper grades through Project CREATES partnership with Columbia College	Instruction	All	Project CREATES Team	Summer 2012	Summer 2013	On-Track	

Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop a comprehensive primary grades program that will target specific skills for individual students kindergarten to 2nd grade as prescribed by students DIBELS and TRC assessments. This includes smaller class sizes with reading centers being the primary focus of grades K-2, with the minimum of 150 minutes weekly in reading centers, the implementation of looping for grades 2-3 and continued professional development around the CCSS.	We have strategically identified and monitored instructional practices in the primary grades. We have discovered that we need to address specific instructional practices to address the current student performance as measured through diagnostic measures of DIBELS 51.6% at Benchmark, mClass 38% at Benchmark. Through reading centers students will have more differentiated instruction and reading individualization. By looping 2nd

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire an additional primary teacher through discretionary spending to foster small classrooms in primary grades 1-3.	Staffing	Other student group	Administration	Summer 2012	Summer 2012	Postponed	Item is now on hold due to budget constraints
Professional Development for DIBELS, mClass & TRC to help align literacy and mathematics instruction in primary grades kindergarten-3rd grades. This professional development series will be monthly with presenters from both ANL network coaches, wireless generation representatives, and ILT team members.	Professional Development	All	Asst. Principal	On-going	On-going	On-Track	Minutes from monthly PDs will be kept in an electronic format for review and audit by the principal and asst. principal. Will be monitored through classroom observations by principal, asst. principal and by walkthroughs by the ANL network staff
Continued literacy unit planning to incorporate tenants of CCSS, rigorous lesson planning in literacy.	Professional Development	All	ILT	On-going	On-going	On-Track	Evidenced by the completed units submitted by teacher teams.
Purchase literacy materials to support transition to CCSS level of unit/lesson planning delivery to students grades Kindergarten - 2nd. Professional development will be monthly and have a varied group of presenters to include but not limited to ANL coaches, ILT team members and outside agencies.	Instructional Materials	All	Principal	Summer 2012	On-going	On-Track	Minutes from monthly PDs will be kept in an electronic format for review and audit by the principal and asst. principal. Will be monitored through classroom observations by principal, asst. principal and by walkthroughs by the ANL network staff
Minimum of 150 minutes weekly in reading centers, the implementation of looping for grades 2-3 and continued professional development around the CCSS.	Instruction	All	Asst. Principal	Quarter 1	Quarter 4		
Family Literacy Nights to be held in the fall and the spring to encourage family involvement and build knowledge around program content.	Parental Involvement	All	Principal	Quarter 1	Quarter 3		
Teachers will have 95% or greater parental contact by the end of the school year as measured by grade report distribution logs, phone logs, home visits and town hall forums.	Parental Involvement	All	Teachers	On-going	On-going		

