



2012-2014 Continuous Improvement Work Plan

John Charles Haines Elementary School

Pershing Elementary Network
247 W 23rd Pl Chicago, IL 60616
ISBE ID: 150162990252235
School ID: 609959
Oracle ID: 23481



Mission Statement

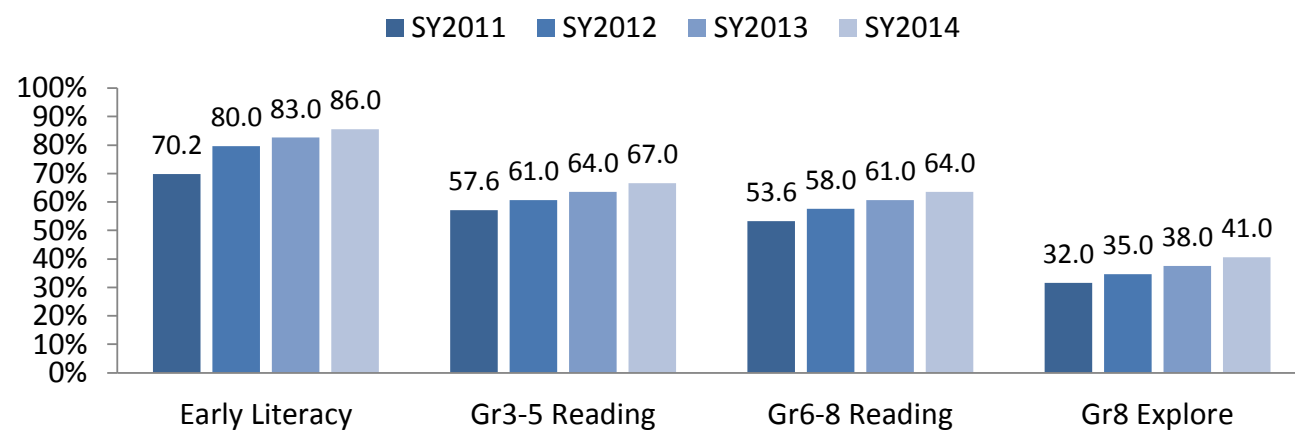
John C. Haines mission is to work collaboratively with all school and community stakeholders in providing an effective academic program that emphasizes math, science, literacy, and technology through shared leadership and responsibilities and increased professional capacity. The John C. Haines vision is to maintain a safe student-centered learning environment where all students, including English Language Learners, and those with special needs, will become self-directed learners that will enable them to succeed and contribute positively to our quickly-evolving technological and global society. Our goal as a staff is to meet students individual academic, social and emotional needs.

Strategic Priorities

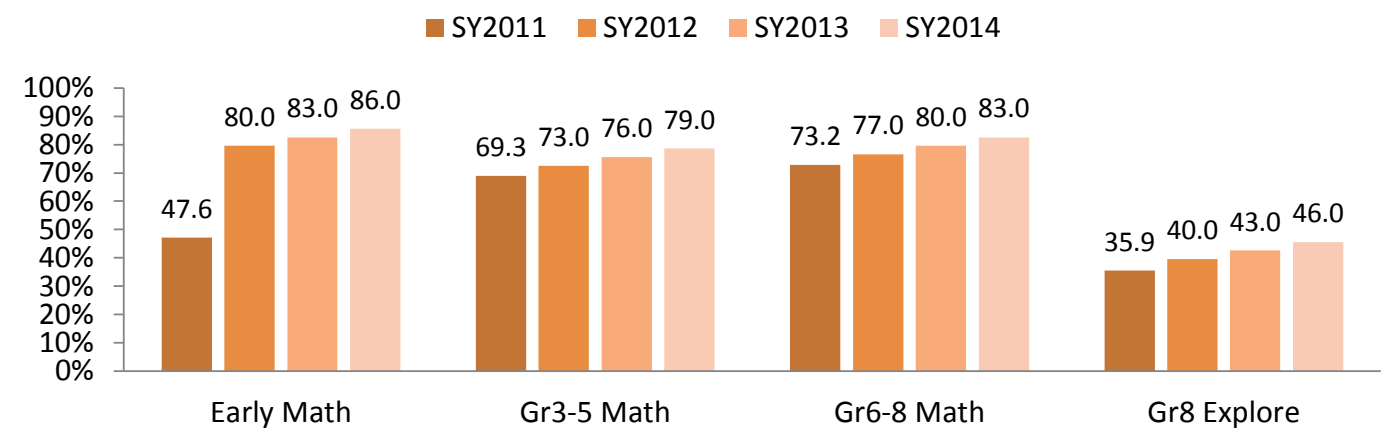
1. Create a new schedule that reflects departmental, RIT band and bilingual instruction
2. Increase our school outreach to Parents and Community Partners
3. Graduate students that are well-rounded academically, socially and emotionally.

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:	John Charles Haines Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Shane Goldstein Smith	Principal
Catherine Amy Moy	Assistant Principal
June Coutre	LSC Member
Anne Agostinelli	Classroom Teacher
Vivian Suen	Classroom Teacher
May Cheung	Lead/ Resource Teacher
Juanita Randolph	Special Education Faculty
Anita Jones	Parent/ Guardian
Phyllis Brooks	Parent/ Guardian
Connie Leung	Classroom Teacher
Bellasanta Ferrer	Lead/ Resource Teacher



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	70.2	80.0	83.0	86.0		Early Math % of students at Benchmark on mClass	47.6	80.0	83.0	86.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.6	61.0	64.0	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	69.3	73.0	76.0	79.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.0	72.0	75.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.8	73.0	76.0	79.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	53.6	58.0	61.0	64.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	73.2	77.0	80.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.6	67.0	70.0	73.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	74.3	78.0	81.0	84.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	32.0	35.0	38.0	41.0		Explore - Math % of students at college readiness benchmark	35.9	40.0	43.0	46.0



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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	98.4	98.6	98.8	99.0					
					Misconducts Rate of Misconducts (any) per 100	0.3	0.2	0.1	0.1

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	76.3	77.3	78.3	80.3		ISAT - Reading % of students exceeding state standards	25.7	27.7	29.7	32.7
ISAT - Mathematics % of students meeting or exceeding state standards	93.2	93.7	94.2	94.7		ISAT - Mathematics % of students exceeding state standards	45.0	49.0	53.0	58.0
ISAT - Science % of students meeting or exceeding state standards	73.6	74.6	75.6	77.6		ISAT - Science % of students exceeding state standards	18.4	20.4	22.4	25.4

School Effectiveness Framework

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	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. 	<ul style="list-style-type: none"> The school has growth goals for individual students based on NWEA, DIBELS and mClass. Schoolwide goals established for ACCESS, DWWA, EXPLORE, IAA and ISAT. COMPASS, DDI, use of data, differentiated instruction, MEL-Con, walking reading program, RtI, Common Core, Health Initiative are among competing priorities. 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Professional development is organized through grade levels and or clusters- However there is not a clear system in place to evaluate teacher's needs & interest. Leadership works with staff members on a weekly basis by attending teacher team meetings. Beginning to establish culture of college-readiness is shown by exposing students & faculty to Common Core, EXPLORE, MELCON professional development opportunities. Need consistent & balanced system to empower families & communities. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> - Teachers are invited to participate in leadership roles such as ILT, Full Day, CIWP, Vertical teams, Bilingual lead, LSC, Union reps, PPLC, Go For the Gold, etc... - Opportunites for teachers to share learning & expertise is limited. 	

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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 	<ul style="list-style-type: none"> - Focus has shifted from designated ILT to grade level teacher teams. 	2
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. 	<ul style="list-style-type: none"> - Assessments are analyzed weekly during teacher team meetings. - A clear school-wide system approach needs to be established & aligned to the school's theory of action which is yet to be established. 	3

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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. 	<ul style="list-style-type: none"> Teacher Instructions are driven by prescribed curriculum such as CMSI, Math Trailblazers, FOSS, STC, SEPUP, Reading Street, etc.. Common Core is at its initial stages of adoption. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level has a common set of standards-aligned to instructional materials. Insufficient Native language materials to support bilingual populations in different core subjects. 	
<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
<p>Assessment -----></p>			<p>2</p>
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> - Teacher capacity for data usage is varied across grade levels. - Teacher knowledge of and access to data is common across grade levels. - School provides data access to community and staff. - Training is offered to community and staff to help in understanding of data. 	

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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>School has modeling and think alouds in reading. Students are encouraged to learn to question and inquire. There is very little deviation from textbook/basals. Differentiated professional development is needed; some teachers have emerging capacity. The way formative assessment is used is inconsistent between teachers, if even used or done. The bilingual team differentiates and utilizes bilingual strategies. Whole school use of Compass helps to tailor to students' needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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. 	<p>The school provides documentation on how Rtl should be approached, and accomodations and modifications training was offered at the beginning of the school year. Follow-up amongst regular education and special education teachers is limited. A more structured Response to Intervention plan is required to identify students strengths and weaknesses.</p>	
	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>Staff professional development was offered on a needs basis at the beginning of the school year. School leadership has been responsive to concerns regarding data-driven instruction and low capacity levels related to NWEA. A deep and narrow approach to professional development has not been taken, and the school would benefit from a strong focus in a handful of areas, with subsequent strong professional development to follow it up. More individualized professional development would be helpful (self-selected professional development). There are administrative concerns about getting people to attend professional developments.</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>Creating cyclical instead of linear team meetings would help, where we regularly track effectiveness of strategies, interventions and if they are working. The school does a lot of planning, but we need to ensure follow-up. Monitoring is not occurring to see if any of our initiatives are working. The current schedule doesn't support planning alongside special education peers. Students are frequently put in specific classes just to "get their minutes."</p>	
	Instructional coaching ----->			1
	<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>Peer observation and coaching has been tried in the past with little success. Classroom visitation is an option, but it isn't systematized. Outside the building visitation would be nice. Teachers need help observing each other in centers in an informal setting. If there is a need, teachers seek it out, but would like a more set schedule.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Expressly for bilingual team, EL proficiency, expectations are lowered. Science is tailored to meet lowered expectations. More focus on high school only. Seems too far away for primary students. Hard to make college real for students, despite best attempts. We start too late, upper grades shouldn't be responsible for this fully. Staff needs to be educated on what expectation is for students down the road. Culture of high expectations is needed. Modeling and examples would help with all grades. Connections with community should be stronger given the neighborhood tie-ins to the Chinese and African-American cultures.	
	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. 	Strong relationships in building. Students love to stay after school and work with teachers. Many students who have an adult advocate. Adults care about students and what happens with them.	
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. 	Discipline is good in building. We need additional resources in addressing bullying and peer pressure. Problems occur and we react. School is asked to get involved in student/parent relationships. During the day, students tolerate each other, but online stuff is terrible. Teachers cannot follow it because of online relationships. Frustrated without access. Cyberbullying is a real concern. Proactivity is needed to avoid resulting violence. Parental involvement would help. Teachers try to help at parent meetings.	

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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. 	School sends communications home, but upper grade students do not distribute to parents. Technological concerns with parents and homes are frustrating. Use of marquee and external doors seems effective. Translation is necessary for all families. School needs to promote availability of internet access at school (in the Parent Room) and encourage parents to connect to the school online. Training and access should be provided, if possible. Parent lip service and hands off parenting is a concern by teachers.	
	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. 	See above. School wide parent contract would help. Involving parents of outside of neighborhood would provide great leverage.	
	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. 	Parents have a good relationship with school. They ask for help from within the building. The school is non-threatening and offers help where necessary. We are much more than a business. School provides events and has focused on literacy and math nights (use of staff committees), but it could be better systematized. Setting date and getting parents in building would assist in improving communication. Raffles and giveaways are additional incentives to draw parents into the school.	

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	Typical School	Effective School	Evidence	Evaluation
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. 	Scheduling needs help. Specialized services falls on classroom teacher, and they are needed to plan support services. Co-teaching should be utilized. An extra body does help. Staff should be trained in classroom content.	
	College & Career Exploration and election ----->			1
	<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. 	Hard to come up with evidence of this framework. Students are not receiving information about college and career choices.	
	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. 	Classroom teachers provide information, but it is not all teachers. Whole school does not provide information to all families. Counseling and academic planning is needed from counseling staff. Exposure and information is needed. Advanced courses focus on math only. Advanced literacy class is desired. High school model and scheduling would make this really efficient. Customized scheduling would provide exposure for student.	
	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. 	After school extracurriculars available. Ideas are very teacher driven. Ideas are not student or parent driven. Music is needed. Tutoring options would be great. Safety concerns would be addressed if students were busy and occupied.	

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 ----->			1
	<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. 	We take EXPLORE.	
	College & Career Admissions and Affordability ----->			1
	<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. 	Parent financial planning for college would be helpful to our families. We do not currently offer it. Discussing high school scholarship options would help as well. Private school scholarships are available.	
	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. 	Information is provided. Parents know and sign statements. However, parents worry about it once it is too late. Comprehension or immediacy issues are a concern.	

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>School wide focus is necessary. Vertical teams and committees would like a budget they can work within. Teachers don't know how much money there is too work with.. Professional development would be aligned if transparency with funds. General supplies and replacement of materials is necessary. We do not actively seek outside funding and community partnerships.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Staff sits on interview committees. One-time interviews are utilized. Potential staff members are required to teach a lesson. Inconsistent across the board.</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>Schedule has improved as far as addressing student needs. RIT band instruction time and Compass time has helped. We do not have regular, meaningful collaboration. Discipline-specific planning (vertical) would help. Bilingual team needs to meet with grade-level teachers. Interaction between and among bilingual and nonbilingual students and teachers should be increased.</p>		

Mission & Strategic Priorities

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

Mission Statement

John C. Haines mission is to work collaboratively with all school and community stakeholders in providing an effective academic program that emphasizes math, science, literacy, and technology through shared leadership and responsibilities and increased professional capacity. The John C. Haines vision is to maintain a safe student-centered learning environment where all students, including English Language Learners, and those with special needs, will become self-directed learners that will enable them to succeed and contribute positively to our quickly-evolving technological and global society. Our goal as a staff is to meet students individual academic, social and emotional needs.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Create a new schedule that reflects departmental, RIT band and bilingual instruction	We feel that our students are not getting their academic, social and emotional needs fulfilled by their current schedule. Our NWEA student growth and proficiency is not growing exponentially each year.
2	Increase our school outreach to Parents and Community Partners	We feel that our students are not getting their bilingual academic needs met by our current level of Parent and Community outreach. Our Chicago Consortium data reveals parents feel disconnected from the school community.
3	Graduate students that are well-rounded academically, socially and emotionally.	We need to broaden exposure to all students, not just upper grades, to be prepared for the high school and collegiate experience. ISAT 8th grade and overall composite exceeds data reveals a greater need for college and career readiness at all grade levels.
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
Create a new schedule that reflects departmental, RIT band and bilingual instruction	We feel that our students are not getting their academic, social and emotional needs fulfilled by their current schedule. Our NWEA student growth and proficiency is not growing exponentially each year.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a new schedule.	Professional Development	All	All teachers	Summer 2012	Quarter 1	On-Track	Teachers will work with school leadership to craft a schedule that meets the specific needs of our population.
Upper grade departmental	Professional Development	All	Upper grade teachers	Summer 2012	Quarter 1	On-Track	Upper grade departmental teachers will work with school leadership to craft a schedule that meets the specific needs of our student population.
RIT band instruction	Instruction	All	All teachers	On-going	On-going	On-Track	Spring to Spring NWEA data will be used to adjust student placement in classes.
Bilingual instruction	Instruction	English Language Learners	Bilingual teachers	On-going	On-going	On-Track	Bilingual students will receive targeted instruction as it related to their RIT bands. Students will be advanced out of the program as soon as possible. Students will take classes with their non-bilingual peers.
Flexible scheduling throughout school year	Instruction	All	All teachers	On-going	On-going	On-Track	The schedule is a dynamic document. Original creation should begin June/July of 2012 and consistently be updated throughout the course of the year depending on student needs.



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase our school outreach to Parents and Community Partners	We feel that our students are not getting their bilingual academic needs met by our current level of Parent and Community outreach. Our Chicago Consortium data reveals parents feel disconnected from the school community.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop committee to improve parental involvement at Haines.	LSC/ PAC/ PTA	All	All	On-going	On-going	On-Track	Haines has very little outside community involvement, and we want parents to become a larger part of the school family.
Implement parent programs quarterly	Parental Involvement	All	All	On-going	On-going	On-Track	Staff and school leadership choice on who participates on these committees.
Reach out to parent groups to offer parent training/support that directly speaks to their needs	Parental Involvement	All	All	On-going	On-going	On-Track	
Offer parent training that helps improve student achievement.	Instruction	All	All	On-going	On-going	On-Track	
Make connections with local vendors and neighbors to benefit the school community.	LSC/ PAC/ PTA	All	All	On-going	On-going	On-Track	Develop a committee to reach out to local community.



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Graduate students that are well-rounded academically, socially and emotionally.	We need to broaden exposure to all students, not just upper grades, to be prepared for the high school and collegiate experience. ISAT 8th grade and overall composite exceeds data reveals a greater need for college and career readiness at all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create and implement character education program	ILT/ Teacher Teams	All	All	Quarter 1	Quarter 4	On-Track	Students at Haines do not currently reflect a strong sense of character. The CIWP committee would like to see the improvement of student image over time.
Create and implement social/emotional learning/anti-bullying program	ILT/ Teacher Teams	All	All	Quarter 1	Quarter 4	On-Track	PBIS training is needed for students to be encouraged to come out of their shells.
Offer college readiness training	Instruction	All	All	Quarter 1	Quarter 4	On-Track	Students need to have direct attention paid to their next steps after elementary school. Teachers, special education staff and school leadership should work together to ensure that every Haines student has many options when it comes to high school and college.
Offer tutoring to at-risk students	Instruction	Other student group	All	On-going	On-going	On-Track	Similar to Priority 1, students who need help being academically successful should receive immediate assistance.



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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