



Nathan Hale Elementary School

Midway Elementary Network

6140 S Melvina Chicago, IL 60638

ISBE ID: 150162990252239

School ID: 609960

Oracle ID: 23491



Mission Statement

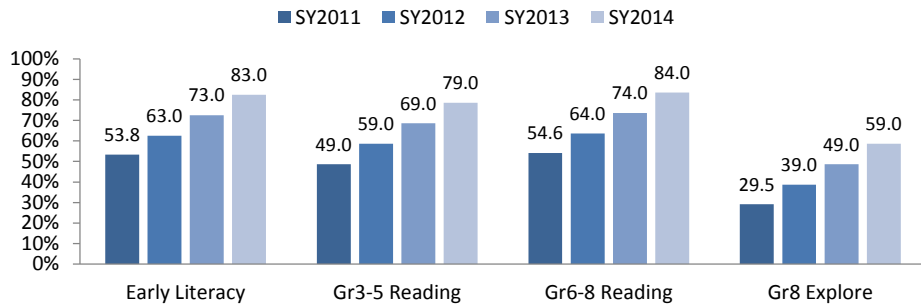
High academic standards + high behavior standards + community involvement = Students who are college and career ready

Strategic Priorities

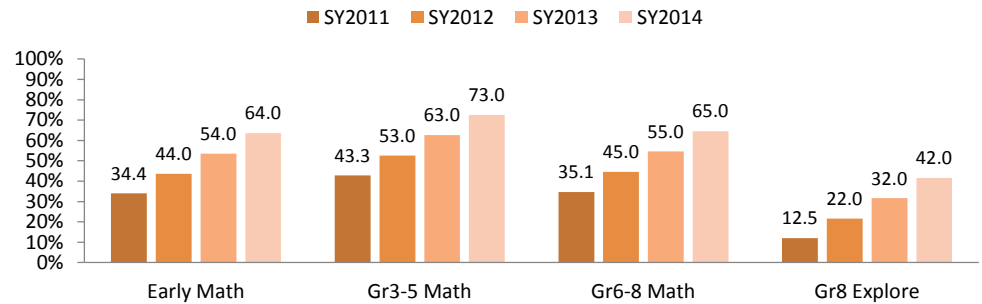
1. Using grade level meetings and professional development days, common core standards will be used to create units and assessments across the grade levels.
2. Using NWEA and DIBELS data, teachers will group students for differentiated instruction across the grade level and provide reading and math interventions for RTI tier I and tier II.
3. Using the book, Teach Like a Champion, staff will create a strong school climate which is student centered.
4. Using established parent committees, such as the PAC, LSC, BAC and PTC, Hale school will create more opportunities that support parents furthering their children's educational opportunities.
5. Use technology to support curriculum needs and differentiate instruction. Also, students need to be exposed to different technology and learn how to use it correctly.

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:	Nathan Hale 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
Dawn Iles	Principal
Brian Yracheta	Assistant Principal
Maria Rhodes	Classroom Teacher
Cyndi Williams	Classroom Teacher
Therese O'Halloran	Classroom Teacher
Christine Sullivan	Lead/ Resource Teacher
Barbara Toczydlowska	Classroom Teacher
Janis Hicks	Classroom Teacher
Nancy Muhs	Special Education Faculty
Jan Muir	Classroom Teacher
Candy O'Leary	Classroom Teacher
Laura Chavez	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	53.8	63.0	73.0	83.0		Early Math % of students at Benchmark on mClass	34.4	44.0	54.0	64.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	49.0	59.0	69.0	79.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.3	53.0	63.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.2	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.2	61.0	66.0	73.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.6	64.0	74.0	84.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.1	45.0	55.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.1	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.6	58.0	63.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	29.5	39.0	49.0	59.0		Explore - Math % of students at college readiness benchmark	12.5	22.0	32.0	42.0



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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	94.5	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	9.8	9.0	8.0	7.0

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	82.7	86.0	90.0	94.0		ISAT - Reading % of students exceeding state standards	15.6	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	87.4	90.0	92.0	94.0		ISAT - Mathematics % of students exceeding state standards	19.2	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	83.0	86.0	89.0	92.0		ISAT - Science % of students exceeding state standards	15.2	20.0	25.0	30.0

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 ----->				3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	NWEA data is used to identify at risk students. Staff has become fluent in the use of data. Students are aware of their goals and are encouraged through positive rewards to strive towards their growth targets.		
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. 	Team /Administrative meetings are held weekly, and staff is encouraged to share ideas and be collaborative. Principal collaborates with peers and brings ideas to help support school. Very encouraging environment. Information for self improvement is always offered.		

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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>ILT, Management and RTI team work together to meet mission of Hale School. Agendas and meeting minutes are made available for the whole staff to read.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Monthly meetings evaluate and improve school's progress in teaching and learning. Meetings by leadership team is shared with peers. Input from meetings determine agenda for next meeting and goal setting.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Grade level analyzes NWEA data to see strengths and weaknesses. Specific information is shared to assist students in need. NWEA data is used as a screener for RTI students. Data from NWEA drives grouping.</p>	

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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. 	Teachers collaborate daily to discuss pacing of subjects. Scope and sequence is mostly determined by the text book and standards. Units are developed separately among grade levels. Reading non fiction across the curriculum needs to be improved. Science and Social Studies will be tied into Language Arts with Common Core enabling the frequency of exposure to informational text.	
	Instructional materials ----->			2
	<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). 	We have materials for state standards not common core. Each grade level is getting more familiar with common core and therefore using more appropriate materials. As RTI is being implemented more and more, materials are ordered to help support, but we still need more.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teachers collaborate by bringing student work, rubrics, and assessments to the team meetings. Teachers also develop assessments, rubrics and activities. The assessment methods used in prek work well.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers are using differentiated instruction and assignments based on student needs on a more consistent basis. Inclusion of ELL and Special Education students is a priority, but is a concern due to staffing restraints. Communication and objectives are clearly understood by staff and children with evidence of progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>RTI process is clear and followed by staff. Teachers are using progress monitoring. RTI team meets frequently to discuss RTI folders. Case manager holds monthly meetings with Special Education teachers.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school is using the book, Teach Like a Champion to promote a positive school climate. Common Core Standards are used as the framework for teachers to collaborate and align curriculum. Staff continues to improve with NWEA data analysis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Team meetings are held weekly. RTI team meets weekly providing support for staff. Meeting agendas are specific and targeted to goals. Team meetings need to focus more on long term instructional goals and tracking progress of individual students.</p>	
	Instructional coaching ----->			3
	<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>Teachers observe different grade levels. Administration observes formally and informally in classrooms. Lots of feedback from administration, but feedback is not consistent. Lesson Plans are reviewed on a regular basis.</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 	Some staff members reinforce school expectations. School has career speakers to discuss opportunities. School counselor has 6 week program with 8th graders. Some after school programs allow for students to get leadership skills and use their voice.	
	Relationships ----->			4
	<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. 	Teach Like a Champion is used to promote high expectations while using respectful interactions. Students with disabilities are included in all areas of academics. No staff member should ever answer with an, "I don't know" response. Clinicians need to meet their minutes consistently. Check and Connect supports students who are struggling with attendance. Administration conducts weekly student check ins. Be a Hero notes are used for students to be proactive with discipline.	
Behavior & Safety ----->			4	
	<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. 	School staff is on duty before and after school. Be a Hero program helps students be a part of the solution for safety and behavior. Minor offenses need more consistency. All safety drills are performed and reported.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<p>Communication and expectations are clear. Back to School Night explains expectations to parents. Great Expectations is the theme for the entire school. Parent booklet with grading system is given. Communication with parents is done by monthly calendar, Hale Pride, marquee, tv. Monthly parent meetings. Local newspapers are contacted to spread the word about Hale student success stories.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers conduct meetings with parents before and after school. Weekly newsletters, folders and grade portal instructions are provided. Parent Portal training provided at numerous after school training sessions.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Warm, kind inviting environment. Literacy Night, math night, open house, ASAS night awards ceremony, science fair, open house, holiday concerts, monthly parent meetings. Numerous parent volunteers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	Mr. Yracheta delivers report cards that are not picked up. Security checks on attendance issues. Immunizations/physicals provided to students via school nurse.	
	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. 	Collegiate Banners of staff alma maters with signatures deck the halls. Curtis Granderson Jr. and other speakers meet with students to share the value of higher learning.	
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. 	High performing students are grouped together to provide opportunities to be exposed to more challenging curriculum and utilize their higher order thinking skills.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The After School All Stars Program has expanded this year to programs for all levels and many more sports and arts programs have been added.		

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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Counselor has brought in programs for 6-8th grades for H.S. and college awareness. The algebra program was offered in the morning and Selective Prep was offered after school.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Communication with Kennedy has improved. Registration is done at Hale and gives parents and students opportunities to meet with the counselor from Kennedy. Hale counselor teaches a class to 8th graders. Kennedy principal comes to talk to 7th and 8th graders. Counselor assists students/staff with Selective Prep application process.</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. 	Technology has been updated and aligned to strategic needs, but we still need more. School actively seeks outside funding and spends money appropriately.	
	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. 	Staff members are included in the interviewing process. Every effort is made to place teachers at grade levels they are comfortable teaching.	
	Use of Time ----->			3
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Grade level teams determine student needs and distribute time accordingly. Schedule provides common preps among grade levels.	

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

High academic standards + high behavior standards + community involvement = Students who are college and career ready

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Using grade level meetings and professional development days, common core standards will be used to create units and assessments across the grade levels.	By creating an aligned curriculum using common core standards, teachers will improve instruction collaboratively. Instruction will be cross curricular and more rigorous. Therefore, students will achieve performance goals.
2	Using NWEA and DIBELS data, teachers will group students for differentiated instruction across the grade level and provide reading and math interventions for RTI tier I and tier II.	By using data, students will be quickly identified through progress monitoring, curriculum decisions can be more focused and student needs will be met. Therefore, students will achieve performance goals.
3	Using the book, Teach Like a Champion, staff will create a strong school climate which is student centered.	A strong, positive school climate will improve classroom management, schoolwide discipline, safety, and attendance for students and staff. Therefore, students will achieve performance goals.
4	Using established parent committees, such as the PAC, LSC, BAC and PTC, Hale school will create more opportunities that support parents furthering their children's educational opportunities.	By providing parents with knowledge on how to support their children, students will have consistency in school and home. Therefore, students will achieve performance goals.
5	Use technology to support curriculum needs and differentiate instruction. Also, students need to be exposed to different technology and learn how to use it correctly.	Technology used to supplement the curriculum helps students stay engaged. If students have the opportunity to use technology, they will be college and career ready.



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
Using grade level meetings and professional development days, common core standards will be used to create units and assessments across the grade levels.	By creating an aligned curriculum using common core standards, teachers will improve instruction collaboratively. Instruction will be cross curricular and more rigorous. Therefore, students will achieve performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create grade level norms.	Instruction	All	Administration	Summer 2012	On-going		
Create template for curriculum units.	Instruction	All	ILT	Summer 2012	On-going		
Create units across the curriculum for each grade that address common core standards.	Instruction	All	Grade Levels	Summer 2012	On-going		



Strategic Priority 2

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

Strategic Priority Description	Rationale
Using NWEA and DIBELS data, teachers will group students for differentiated instruction across the grade level and provide reading and math interventions for RTI tier I and tier II.	By using data, students will be quickly identified through progress monitoring, curriculum decisions can be more focused and student needs will be met. Therefore, students will achieve performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will analyze data of NWEA and DIBELS and create groups based on that data.	Instruction	All	Administration and Grade Levels	Summer 2012	On-going		
Teachers will analyze data of NWEA and DIBELS and prioritize standards that need to be addressed.	Instruction	All	Administration and Grade Levels	Summer 2012	On-going		
At grade level meetings, teachers will collaboratively create assessments and activities that address common core standards based on student need.	Instruction	All	Grade Levels	Quarter 1	On-going		
Teachers will progress monitor.	Instruction	All	Classroom Teachers	Quarter 1	On-going		
RTI team will provide additional resources for teachers for RTI and DI.	Instruction	All	RTI Team	Quarter 1	On-going		
Administration will schedule time in the day for RTI and DI instruction based on RIT band.	Instruction	All	Administration and Grade Levels	Quarter 1	On-going		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Using the book, Teach Like a Champion, staff will create a strong school climate which is student centered.	A strong, positive school climate will improve classroom management, schoolwide discipline, safety, and attendance for students and staff. Therefore, students will achieve performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Management Team will review techniques from Teach Like a Champion.	Other	All	Management Team	Summer 2012			
Teachers will decide at grade level meetings how techniques will be implemented at their grade level.	Other	All	Grade Level Teachers	Summer 2012			
Teachers will implement techniques in classrooms.	Other	All	Teachers	On-going			
Administration will observe techniques in classrooms and give teachers feedback.	Other	All	Administration	On-going			



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
Using established parent committees, such as the PAC, LSC, BAC and PTC, Hale school will create more opportunities that support parents furthering their children's educational opportunities.	By providing parents with knowledge on how to support their children, students will have consistency in school and home. Therefore, students will achieve performance goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration will attend parent meetings and discuss what resources are needed to support their children's academic success.	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		
Administration will ask teachers what resources they want parents to have to support the academic success of the students.	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		
Administration will assist parents in getting resources and setting dates on the calendar for parent events.	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		
Administration will advertise parent events.	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		
Administration will attend parent events.	LSC/ PAC/ PTA	All	Administration	Quarter 1	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
Use technology to support curriculum needs and differentiate instruction. Also, students need to be exposed to different technology and learn how to use it correctly.	Technology used to supplement the curriculum helps students stay engaged. If students have the opportunity to use technology, they will be college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration will survey the staff to see what technology is needed to support instruction.	Equipment/Technology	All	Administration	Summer 2012			
Administration will work with technology coordinator to see what technology children need to be exposed to regularly.	Equipment/Technology	All	Administration/technology coordinator	Summer 2012			
Administration will look at budget and buy technology.	Equipment/Technology	All	Administration	Summer 2012			
Administration will provide training for teachers.	Equipment/Technology	All	Administration	Summer 2012			
Grade levels will make sure technology is implemented in units of study.	Instruction	All	Grade Level Teachers	On-going			
Administration will observe classrooms when technology is being used and give feedback.	Instruction	All	Administration	On-going			



Strategic Priority 5
