



2012-2014 Continuous Improvement Work Plan

Alexander Hamilton Elementary School

Ravenswood-Ridge Elementary Network

1650 W Cornelia Ave Chicago, IL 60657

ISBE ID: 150162990252240

School ID: 609963

Oracle ID: 23501



Mission Statement

We are dedicated to fostering the academic, social and personal growth of our students. Through a rigorous academic curriculum that integrates the fine arts, staff, parents and the community will help prepare all of our students to succeed in high school and beyond.

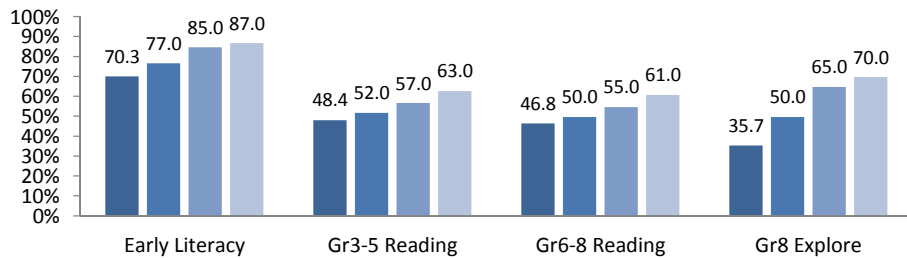
Strategic Priorities

1. Continue building collaborative learning structures within the school to strengthen knowledge of Common Core Standards
2. Plan and implement instruction and assessments based on the Common Core Standards with a specific focus on higher order tasks
3. Create policies and programs for students and staff to meet the requirements of the HealthierUS School Challenge

School Performance Goals

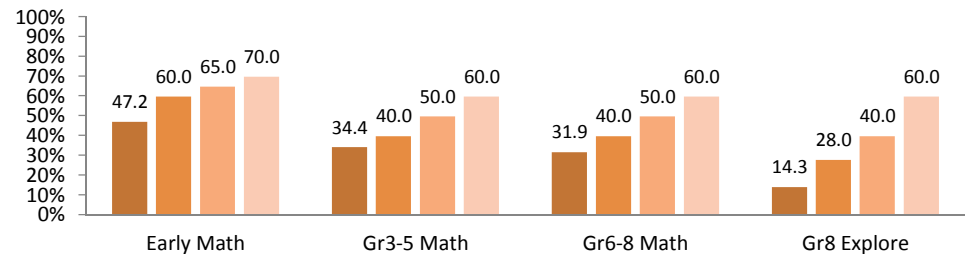
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Alexander Hamilton Elementary School
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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
James Gray	Principal
Yolanda Luna-Mroz	Assistant Principal
Esther Pullman	LSC Member
Paige Nilson	Classroom Teacher
Megan Malloy	Classroom Teacher
Elisha Brandes	Special Education Faculty
Stacey Paradis	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	70.3	77.0	85.0	87.0		Early Math % of students at Benchmark on mClass	47.2	60.0	65.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.4	52.0	57.0	63.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.4	40.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.5	62.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.9	69.0	77.0	83.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.8	50.0	55.0	61.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	31.9	40.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.1	56.0	61.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.9	54.0	60.0	67.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.7	50.0	65.0	70.0		Explore - Math % of students at college readiness benchmark	14.3	28.0	40.0	60.0



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.3	96.0	96.5	96.5					
					Misconducts Rate of Misconducts (any) per 100	12.5	10.0	9.0	8.0

State Assessment

All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
% Meets & Exceeds						% Exceeds				
ISAT - Reading % of students meeting or exceeding state standards	74.1	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	21.3	30.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.7	85.0	90.0	93.0		ISAT - Mathematics % of students exceeding state standards	13.8	25.0	35.0	50.0
ISAT - Science % of students meeting or exceeding state standards	80.0	85.0	90.0	93.0		ISAT - Science % of students exceeding state standards	25.7	30.0	40.0	50.0

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. 	<ul style="list-style-type: none"> *Majority of staff recognizes our theory of action and is working to achieve our common goals. *ILT and administration conducted rounds across grade levels to measure our goal of higher ordered thinking/tasks. *School has yearly ISAT targets for exceeds. 	
	Principal Leadership ----->			4
	<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"> *Principal supports family nights, inclusion committee, active parent involvements and hosts meets that serve as a platform for parents to voice their concerns. *Principal works with teachers to build content knowledge by sending teachers to professional development they request. *Principal clarifies his vision for instructional best practices by working with teachers to monitor quality, benchmarks, and goals through weekly grade level meetings. *Principal communicates accurate information on school performance, student learning goals, and opportunities for involvement on the school website and by meeting monthly with parent groups and community members. 	

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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 	<ul style="list-style-type: none"> *Teachers collaborated and have formalized learning communities. *The small size of the school has not allowed for teams to develop as comprehensively. * All teachers selected at least one committee to serve on for the school year. *Teachers attended conferences of their choice and visit other school/or bring experienced teachers from other schools to provide professional development. 	

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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 	<ul style="list-style-type: none"> *All members of the ILT have shared their expertise through professional development during the school year. *The team's expertise is comprised of teachers at the primary, fine arts, special education, and middle school levels. *Members of the ILT lead the school's approach to professional development by team teaching and collaborating with teachers to implement co-teaching models in the classroom. * The team has begun to analyze data more consistently. 	
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. 	<ul style="list-style-type: none"> *Primary grades and middle school departments analyze district assessment results quarterly. *Analysis of district assessments resulted in grade level teams adjusting their focus and targeted support for teachers by implementing more co-teaching and adding additional classes for middle school students. *School has moved towards analyzing data with our theory of action in mind (all subjects-art, music, math, science, etc). 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Teams still need to build in vertical planning time. The level of text used for instruction is diverse and offers higher complexity, exposing students to various genres in literature. Short plans are in place for struggling students which include additional time for content in small group settings. Students with disabilities have longer plans created that include full inclusion and more co-teaching models. ELL and Special Education teachers collaborate weekly with classroom teachers and work to follow a co-teaching model. 	
	Instructional materials ----->			4
	<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"> All teachers have access to instructional materials. School has fully adopted k-8 hands on science curriculum . Leveled readers and book room were created for teachers. Authentic reading material is provided for middle school students to enrich instructional materials. 	
<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. 	<ul style="list-style-type: none"> *All teachers have access to benchmark tests and most are using data. *Teachers use a variety of assessments such as teacher created, scantron, ISAT, and DIBELS to measure learning across grade levels. *Each grade level uses formal and informal assessments to monitor student progress/learning. *Teacher lesson plans include assessment accommodations for ELL and students with disabilities. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<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. 	<ul style="list-style-type: none"> *Teachers are aware of questioning techniques and are intentional in their planning. *Through co-teaching models implemented this year, teachers have improved scaffolding their instruction. *Teaching has been tailored with goals and objectives that move towards mastery by creating gifted classrooms & Advanced Literature classes. 	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The school has expanded interventions through RTI and hiring of .5 interventionist to support students. Teachers support interventions at all levels by incorporating small group instruction, push-in support provided by resource teachers/specialist, and through more co-teaching. Benchmark and diagnostic assessments are used by classroom teachers to identify students needing more support. The school offers additional tutoring after school and interventions during the instructional day. 	

Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> The school has year-long focused professional development plans for the whole staff on Common Core alignment, Bloom's Taxonomy, and co-teaching models. The professional development aligns to the school-wide priorities and growth goals. The school continually monitors professional development through grade level meetings, informal and formal observations. Professional development is ensured by the school by sending special education teachers to attend conferences to improve and support further development professional development. Teachers have the ability to go off-site to attend PD. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> We currently do not have any formalized course teams. Grade level teams are inclusive of general education teachers, special education team, bilingual teachers, and the arts teachers in weekly meetings. Teacher teams are supported by ILT members through professional development, vertical team meetings, and collaboration time provided in the schedule. Team meetings have agendas that are followed and team members receive meeting minutes. All team members have the opportunity to help in creating the agenda. 	
	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. 	<ul style="list-style-type: none"> We have begun to conduct peer observations, but it is not formalized. Teachers are provided with individual professional development on Smartboard use, special education, gifted instruction, literacy, Shedd Navigators based on their instructional needs. Teachers receive quality feedback from administration, teacher teams, and the ILT through rounds, informal, and formal observations. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Staff members reinforce school expectations for students to be college and career ready by incorporating those standards into instruction and integrating genuine discussions relating to these standards in and out of the classroom. The school executes an intentional plan and maintains a college and career environment by providing programs such as Junior Achievement, guests from University students, and former students who are successful in high school. Students are given opportunities for authentic leadership through various programs created for students (Kiss and Go, Café, Buddy 	
	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. 	<ul style="list-style-type: none"> Students have adults who advocate for them and support them in achieving their goals. Results from <i>My Voice My School survey</i> shows that 88% of Hamilton students feel that teachers listen to their ideas. Patterns of interactions between adults and students are respectful and appropriate. Opportunities for these interactions exist in through inclusion week, the school café, Kiss and Go, and the buddy mentoring program. Students with disabilities are engaged in the school community and are integrated socially through fine arts classes, physical education, and monthly incentives. Students' classroom experience demonstrates a value of home language and culture by providing opportunities for students to 	
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. 	<ul style="list-style-type: none"> The school maintains a common school-wide approach to discipline that focuses on positive behavior. Primary and upper grade teachers agree on the same expectations of students. Staff establishes and maintains a safe, welcoming school environment. The School has a culture of respect and enforces anti-bullying programs. The school recently changed our definition of tolerance to include acceptance of all students' gender identity. 	

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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. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and how it relates to their children as well as the plan for improvement by hosting informal sessions to explain new school report card. Principal also sends weekly emails to families to keep school information current. Teachers provide communication with parents for families on classroom expectations. All teachers post class expectations, weekly assignments, and updates online for parents and students. Students also receive weekly progress reports. The school provides information regarding school choices for families by hosting annual open houses for parents and monthly tours for community members/perspective families. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing communication with families through email, phone calls, and informal meetings with parents. All teachers maintain a parent communication log. Parents are encouraged to contact teachers. Information on how to communicate with teachers (email, phone, and times) is posted online. Upper grades hold student led conferences four times a year to 	
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. 	<ul style="list-style-type: none"> The school staff provide frequent opportunities for families and community members to participate in authentic and engaging activities such as: Math and Science night, Family Literacy Night, Field Day, Talent Show, mosaics, poetry slams, and Rock for Reading. School offers babysitting at LSC and parent group meetings. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *Teachers conduct outreach to families in primary grades by conducting home visits. *School staff collaborates with parents when appropriate to provide specialized support to students such as the Art Therapy program. In addition, the school staff collaborates with social service agencies to provide further support to our families. 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> *The school has provided more ongoing exposure to information and experiences necessary to make informed decisions on college and career by providing authentic discussions in the classroom. *The school provides exposure to students by conducting Q & A sessions with college/career professionals during the instructional 	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> *The school provides support for student planning and preparation by participating annually in High School Fair Night. Parents and students have the opportunity to meet high school representatives and attend workshops. 	
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. 	<ul style="list-style-type: none"> *The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities. All students participate in a range of enrichment opportunities such as music classes, theater residencies, visual art instruction, and multicultural 		

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 ----->			4
	<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. 	N/A	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			4
	<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. 	<ul style="list-style-type: none"> *The school works to ensure effective transitions by offering “Kindergarten Boot Camp” to all incoming Kindergarten students. Students come to school for two days to learn about their new school, schedule, and become familiar with teachers and peers. In other grades, students spend half a day visiting their next grade level/teacher to learn about the expectations. *High school students are allowed to visit 8th grade classrooms to prepare and provide insight as to what a typical day in high school might be in comparison with middle school. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> *School allocates discretionary spending to align with identified needs of the school by purchasing Smartboards, leveled readers, classroom tables, iPads through discretionary funds for students. *School actively identifies and pursues opportunities for outside funding to help meet the needs of students through parent group support, allowing for funding of Mosaic programs and the Greening of Hamilton efforts. 	
	Building a Team ----->			4
	<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. 	<ul style="list-style-type: none"> *Hiring is conducted after assessment of student need, staff capacity, and scheduling needs. *School works to build a pool of potential staff members through internships and part-time work such as .5 technology coordinator, .5 bilingual teacher, .5 science position. *Administration conducts multistep interviews where candidates must teach a short lesson for the hiring committee to assess his/her expertise. 	
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. 	<ul style="list-style-type: none"> *The school designs a “right fit” schedule by altering original schedule throughout the year to fit the needs to students and meet the goals of the school. *The school schedule allows for meaningful collaboration by providing teachers with common planning time on a weekly basis. Schedules allow for grade level teams to meet with administration weekly. *Struggling students receive structure interventions in blocks provided by interventionist. 	



Mission & Strategic Priorities

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

Mission Statement

We are dedicated to fostering the academic, social and personal growth of our students. Through a rigorous academic curriculum that integrates the fine arts, staff, parents and the community will help prepare all of our students to succeed in high school and beyond.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Continue building collaborative learning structures within the school to strengthen knowledge of Common Core Standards	Collaboration will strengthen teacher capacity and increase student outcomes
2	Plan and implement instruction and assessments based on the Common Core Standards with a specific focus on higher order tasks	Schools must focus on common core standards to ensure college and career readiness
3	Create policies and programs for students and staff to meet the requirements of the HealthierUS School Challenge	Schools serve as leaders making the critical connection between health and learning
4		
5		



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
Plan and implement instruction and assessments based on the Common Core Standards with a specific focus on higher order tasks	Schools must focus on common core standards to ensure college and career readiness

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will meet over summer in grade level teams to plan/create social studies curriculum	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 1		
Math team will meet over summer to plan 2012-2013 professional development focusing on common core standards	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012		
Science team will meet over summer to plan 2012-2013 professional development focusing on newly released next generation science standards	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012		
Complete a 2012-2013 PD plan	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Textbook committee will recommend leveled reader purchase to principal.	Instructional Materials	All	Teachers	Summer 2012	Summer 2012		
ESL teacher will recommend curriculum purchase to principal	Instructional Materials	English Language Learners	ESL Teacher	Summer 2012	Summer 2012		
Principal will purchase recommended instructional materials	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Grade level teams will meet to plan backwards designed units in language arts	Professional Development	All	Teachers	Summer 2012	On-going		
PLC will form to explore application of common core standards in mathematics instruction	Professional Development	All	Math Team	Quarter 1	On-going		
PLC will form to explore school's various approaches to literacy instruction (Daily Five, workshop, etc)	Professional Development	All	Literacy Team	Quarter 1	On-going		
PLC will form to explore and discuss teacher's divergent approaches to writing instruction and come up with a common school plan	Professional Development	All	Literacy Team	Quarter 2	On-going		
PLC will form to explore next generation science standards and align curriculum	Professional Development	All	Science Team	Quarter 3	On-going		



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
Create policies and programs for students and staff to meet the requirements of the HealthierUS School Challenge	Schools serve as leaders making the critical connection between health and learning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide nutrition education in all grades	Instruction	All	Physical Education Teacher	Quarter 1			
Offer physical education 4 periods a week (30 minutes per period)	Instruction	All	Physical Education Teacher	Quarter 1			
Create a wellness committee that meets at least once a month and reports to the LSC	Parental Involvement	All	Wellness Committee	Quarter 1			
Institute a non-food birthday celebration policy	Parental Involvement	All	Wellness Committee	Quarter 1			
Host a school wellness fair	Parental Involvement	All	Wellness Committee	Quarter 1			
Promote bike/walk to work week	Other	All	Wellness Committee	Quarter 3			
Incorporate physical activity into planned weekly professional development	Professional Development	Not Applicable	Wellness Committee	On-going			
Promote wellness goals for staff members and reward them for meeting those goals.	Other	Not Applicable	Wellness Committee	On-going			
All staff and students will participate in Presidential Active Lifestyle Award Competition	Other	All	Physical Education Teacher	Quarter 1			
Promote 4th Annual Walk a Thon to raise funds for school	LSC/ PAC/ PTA	All	Parent Group	Quarter 1			
Fund staff members participation in 'weight watchers' online food tracking system	LSC/ PAC/ PTA	Not Applicable	Parent Group	Quarter 1			
Offer only healthy foods at all staff meetings and events	Other	Not Applicable	Principal	Quarter 1			
Raise funds to build athletic field on top of existing blacktop	Other	All	Parent Group	On-going			



Strategic Priority 3

