



2012-2014 Continuous Improvement Work Plan

Charles G Hammond Elementary School

Pilsen-Little Village Elementary Network

2819 W 21st Pl Chicago, IL 60623

ISBE ID: 150162990252242

School ID: 609966

Oracle ID: 23531



Mission Statement

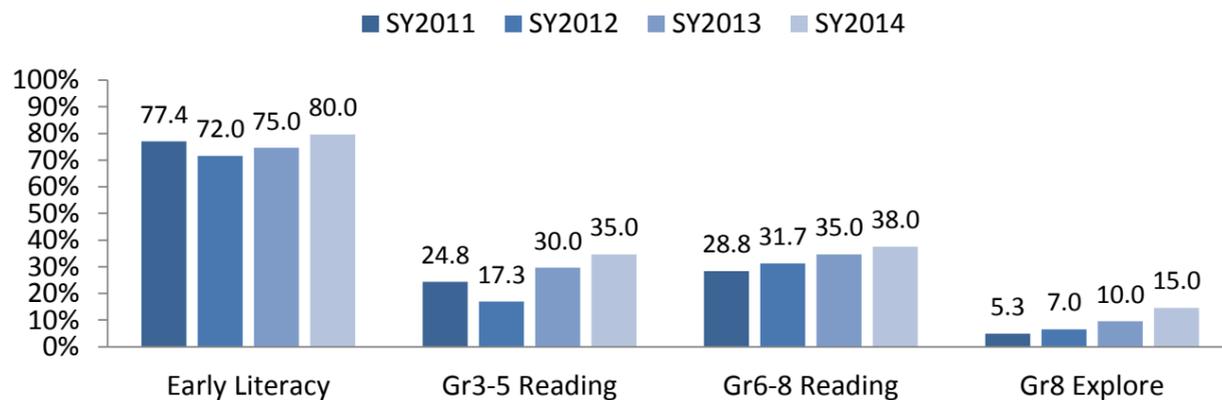
Our mission is to empower all our students with the academic knowledge, character traits and the courage to act on the core values necessary to excel and be productive citizens in our global society by “striving to discover not how the child came to be what he is: but how he can become what he is not yet” A.N. Leontiev

Strategic Priorities

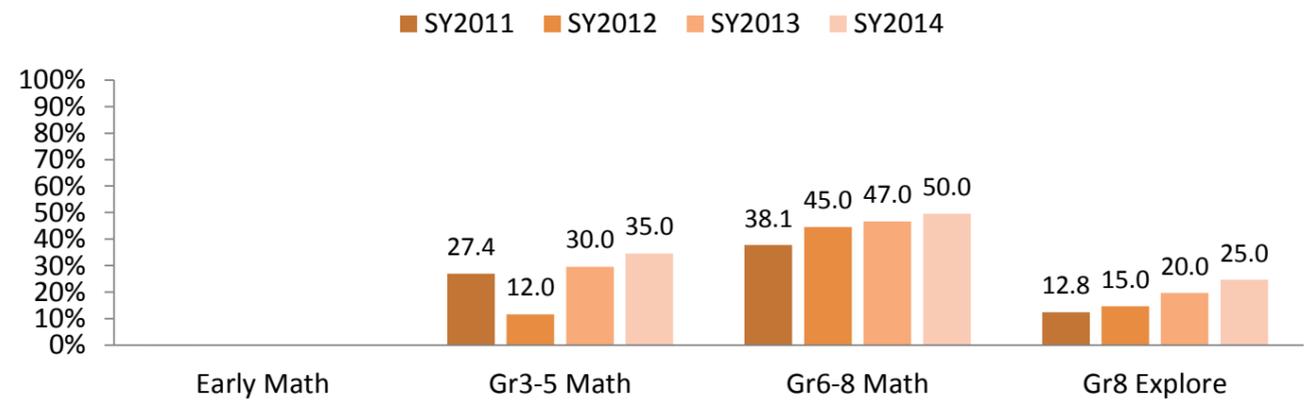
1. Teachers will provide effective differentiated small group instruction.
2. Teachers will increase the rigor in both literature and informational text presented to students by designing units of study and performance assessments that are aligned to the CCSS.
3. Professional development, based on our priorities, needs to be mandated, ongoing, and monitored in order to improve student outcomes.

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:	Charles G Hammond 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
Ana M. Orbe-Lugo	Principal
Hector Quintana	Assistant Principal
Lois Kusar	Lead/ Resource Teacher
Alma Rivera	Lead/ Resource Teacher
Narcisa Pena	ELL Teacher
Celia Rivero-Perez	Classroom Teacher
Maria Servin	Parent/ Guardian
Melissa Domenech	Parent/ Guardian
Maria Correa	Community Member
Claudia Munoz	LSC Member



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	77.4	72.0	75.0	80.0		Early Math % of students at Benchmark on mClass	NDA		
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.8	17.3	30.0	35.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.4	12.0	30.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.4	31.6	62.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.7	20.0	50.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.8	31.7	35.0	38.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	38.1	45.0	47.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	45.0	47.0	50.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.2	40.0	60.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	5.3	7.0	10.0	15.0		Explore - Math % of students at college readiness benchmark	12.8	15.0	20.0



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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	95.3	94.6	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	8.5	2.0	1.5	1.0

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	55.4	60.0	65.0	70.0		ISAT - Reading % of students exceeding state standards	5.8	12.0	18.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.0	75.0	80.0	85.0		ISAT - Mathematics % of students exceeding state standards	10.1	20.0	30.0	40.0
ISAT - Science % of students meeting or exceeding state standards	57.5	65.0	70.0	75.0		ISAT - Science % of students exceeding state standards	0.0	15.0	20.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>According to our priority goals, we have clear established goals, a clear Theory of Action, and a strategic plan with key levers in Literacy based on priorities derived from qualitative and quantitative data.</p> <p>To ensure CCR for students, 100% of our teachers use the CCSS for Literacy instruction which is aimed at increasing achievement.</p>		
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. 	<p>The Principal creates a professional learning system by providing 3 instructional support teachers for primary, intermediate and upper grade bands, an established PLC, and 5 preparations periods, 2 of which are used for grade level collaboration.</p> <p>The Principal clarifies a vision of instructional practice by using a pre-observation form to focus the observation and a post-observation conference to identify strengths and areas of growth by providing strategies for improvement.</p> <p>The Principal establishes partnerships with teachers, parents and community agencies to support students in College and Career Readiness.</p> <p>The Principal provides families and communities with accurate information regarding our school performance through the distribution of our annual School Report Card and by use of a school and classroom data walls which reflect student's current assessment achievements.</p>		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>A core group of our teachers are active participants in one or more of the areas of leadership as listed in the Effective School's section. Teachers are provided with opportunities to have equity of voice in team meetings, informational sharing meetings and ILT meetings. Teachers are encouraged to share effective practices with colleagues. Teachers participate in grade level release days, team meetings, school led professional development and our PLC meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT has a varied representation of members based on knowledge and expertise.</p> <p>ILT leads the work of improving instruction by modeling, supporting and gradually releasing responsibility to the teachers.</p> <p>After data analysis, the ILT decides on the professional development focus and addresses the focus through coaching, whole staff PLC and in GLM's.</p> <p>Staff participation in decision making is facilitated through the ILT info sharing weekly meetings conducted by a designated ILT member.</p> <p>ILT engages in regular reflection, analyzes both quantitative and qualitative data to monitor the implementation of our school's plan and make adjustments where necessary.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The school has a systematic approach to analyze data based on our school's Theory of Action.</p> <ul style="list-style-type: none"> *The ILT analyzes the mandated assessment data as soon as all scores are submitted. *The ILT uses a protocol to analyse scores and root causes *The scores are discussed during grade level meetings and learning objectives are established according to our Theory of Action *At the classroom level, student work/assessments are analyzed for progress and adjustments to teaching 	3

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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. 	<p>Each grade level has a quarterly scope and sequence that maps out the CCSS for Language Arts instruction.</p> <p>Each grade level uses aligned units of instruction to the CCSS. Texts and resource materials, both in Literature and Informational, expose students to grade level complex texts.</p> <p>Quarterly plans include the necessary instructional support for SWD's and ELL's.</p>	
	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). 	<p>We are in the process of developing a book room with grade level materials, leveled books and materials that will align to the CCSS. Each grade level team has leveled independent reading libraries, novel sets and instructional materials that are aligned to the CCSS and that supports instruction for SWD's and ELL's.</p>	
Theory of action				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> *All data is available to all who need it immediately after each assessment. *Grade level Kg - 2 use the DIBELS/IDEL/TRC as the benchmark and formative set of assessments. Grades 3 - 8 use the Scantron and ISAT as the formative/summative set of assessments *Most grade level teams use student work, constructed responses, and teacher-made assessments aligned to the CCSS. *All assessments are modified for SWD's and ELL's. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *Most teachers communicate the CCSS, the learning objective, directions, procedures, and why that standard is important to know during the Mini-lesson and strategy lessons. *Most teachers use various levels of questioning according to the DOK to promote student thinking and understanding. *Most teachers sequence and align instruction to the CCSS. *Each classroom teacher, including, Special Education and Bi-lingual teachers scaffold instruction for SWD's and ELL's. *Some teachers regularly use formative assessments. 	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> *No systematic intervention approach for students in grades 3-8. *For grades Kg - 2, DIBELS/IDEL progress monitoring is used to identify students in need of intervention. 	

Professional Learning	Whole staff professional development ----->			2
<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> * Our school based PD for powerful practices have been limited due to number of scheduled district professional developments. *The school monitors the effectiveness of PD through teacher collaboration, coaching and learning walks. The only school-wide structure is our weekly PLC meetings to discuss professional articles that are job-embedded and relevant to teachers. 		

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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"> *Teachers meet twice weekly to analyze work, collaborate, and plan for weekly instruction. *Team teachers share ownership for student learning by collaborating for lesson planning. *Teams are inclusive because all regular, special and bilingual teachers meet to support classroom learning. *Teachers are supported by an ILT member, a coach, or their team leader. *Team collaboration meetings follow procedures and protocols by use of norms and weekly agendas. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> *Every teacher has a coaching plan that is supported by a grade band coach. *Teachers receive quality feedback, to support their coaching plan. *New teachers are supported with peer assistance, coaching, and the staff handbook. 	

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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 	<p>Most staff members reinforce the school's expectations so that all students aspire to be college and career ready. This is one of our priorities for next year.</p> <ul style="list-style-type: none"> *All teachers base their instruction on the CCR standards. *8th graders participate in RAMP IT UP *7th and 8th graders participate in a Career Day sponsored by the school *Explore presentation 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> *All staff members advocate and care for their students and support their goals. *PBSS supports positive, respectful, fair, interactions between staff members and students, inclusive of ELL and SWD students. *SWD students have access to all social events, after-school enrichment programs, and sports. *Student's language and culture is celebrated with assemblies, native language instruction, and by providing literature in both languages. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> *The school has begun a school wide approach to discipline, and it is tiered, but consequences are mainly punitive. *Staff will establish a safe school environment by building positive behaviors using PBSS and CHAMPS. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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 on school performance through parent meetings (PAC/BAC), newsletters, LSC, and updated parent bulletin board, open houses, report card pick-ups and distribution and explanation of the state school report card. *Teachers provide clear information through conferences, assessment report printouts, and in the classroom newsletter. 	
	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. 	<ul style="list-style-type: none"> Communication to families is not solely done during formalized meetings. In addition, we communicate via monthly school calendar, monthly classroom newsletter, robo calls, marquee in front of school, parent meetings, progress reports, and additional school scheduled report card pick-ups. 	
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"> *School has an open door policy for all parents and communities, guests are greeted by security guard and/or office staff in a respectful way. *The principal leads the work and invites, empowers, and motivates our families and community to become part of the school through meetings, parent classes, walk/aerobic classes, parent volunteers, and parent/community patrol. *School staff provides extra activities to involve community and parents, i.e. literacy, science, math night, science fair, and movie night. 	

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"> *The school staff conducts intensive outreach to families and community not just with regular services, but also with collaboration with social service agencies, such as, St. Anthony Hospital, UIC, Bilingual Resource Center, AmeriCorps, City Clerk, and the Mexican Consulate. 	
	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 provides early and ongoing exposure through the following programs. *High School Algebra Exit Exam *Participation in the Explore Pilot Program *Informational College and Career Fair for both our 7th and 8th 	
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 students through: *CTE programs introduce students to a variety of careers, along with the requirements for entry(i.e., high school diploma, professional certification, college degree or more). College options are also presented, and in some cases, CTE coursework can be translated into college credits. *College and career explorations are provided through internships, job shadows, college and career fairs, conferences and competitions as a part of the CTE approach. 		
Enrichment & Extracurricular Engagement ----->			3	
<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 equity by using an information survey of the student after-school program interests. It was conducted in order to provide extra curricular activities to increase engagement with the school. As a result of the survey, the following programs were 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	The school provides: *High School Algebra Exit Exam *Participation in the Explore Pilot program.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school works to ensure transitions: <ul style="list-style-type: none"> Pre-k to K Teacher prepares students and parents with pre-literacy and math skills required for kindergarten Teacher conducts meetings with parents at the end of the Pre-K year, to review kindergarten expectations. Teacher meets with kindergarten teachers throughout the year to ensure spiraling of curriculum. Teacher uses waiver days to schedule conferences with parents 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> Discretionary funds are aligned with identified school needs based on feedback from the staff. We have a partnership fundraising committee that actively identifies and pursues opportunities for outside funding and community partnerships to help meet student and staff needs. The school will focus on resources to help increase student achievement in order to graduate from college and be career ready. 	
	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. 	<ul style="list-style-type: none"> There is a multi-step interview process, which includes a questionnaire, lesson presentation and an interview with the various members of the interview committee. Grade level teams include the needed combination of staff with knowledge, expertise, and experience. 	
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. 	<p>The school's schedule is based on the needs of all students according to their grade level and to insure school-wide achievement growth.</p> <ul style="list-style-type: none"> Teachers have 5 preps every week and 2 of those are designated for teacher teams to plan instruction to meet student's needs. The schedule is based on the required minutes per content area, however, it is then modified to meet student needs, in particular to meet the needs of SWD and ELL students. 	

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

Our mission is to empower all our students with the academic knowledge, character traits and the courage to act on the core values necessary to excel and be productive citizens in our global society by *“striving to discover not how the child came to be what he is: but how he can become what he is not yet”* A.N. Leontiev

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will provide effective differentiated small group instruction.	Based on school learning walks #2 and #3 and the percent of students in the below quartile on mandated tests, we noted that small group instruction will address the needs of students. Groups will be determined by the following: *Strategy lessons - teacher classroom assessments according to CCSS *Guided Reading lessons - student's F&P/Lexile/TRC levels *Use of DIBELS/IDEL categories of intensive, strategic, benchmark *Analysis of mandated assessments according to below, meets, and exceeds During group instruction, the teacher will focus on the needs of the students based on the above assessments and will use appropriate materials and strategies.
2	Teachers will increase the rigor in both literature and informational text presented to students by designing units of study and performance assessments that are aligned to the CCSS.	Based on learning walk observation data and school wide data, teachers need to move beyond DOK levels 1 and 2 to increase rigor. By increasing the rigor of the texts used and the student tasks, the level of student thinking will increase.
3	Professional development, based on our priorities, needs to be mandated, ongoing, and monitored in order to improve student outcomes.	Professional development based on our priorities and to improve student outcomes will include development of small group instruction, backward mapping, and the use of rigor in tasks and texts used.
4	Optional	
5	Optional	



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3

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