CIWP

2012-2014 Continuous Improvement Work Plan

Helge A Haugan Elementary School

O'Hare Elementary Network

4540 N Hamlin Ave Chicago, IL 60625

ISBE ID: 150162990252247

School ID: 609972

Oracle ID: 23591

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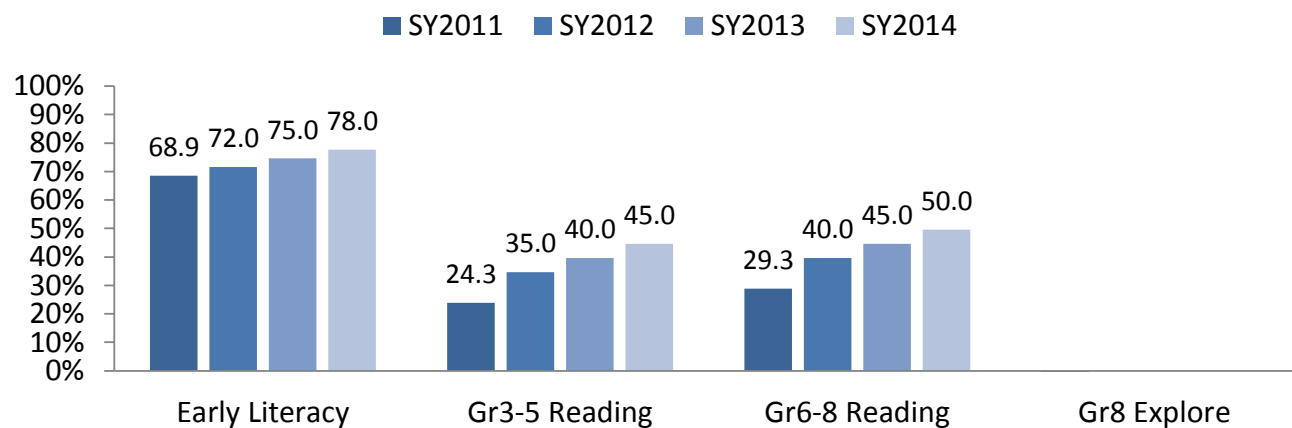
Mission Statement

Our mission is to empower all members of the Haugan family by creating a safe, nurturing and rigorous learning environment. Together, we use best practices in technology and curriculum to provide life, social and academic skills needed to successfully work cooperatively to provide a foundation for college and career readiness.
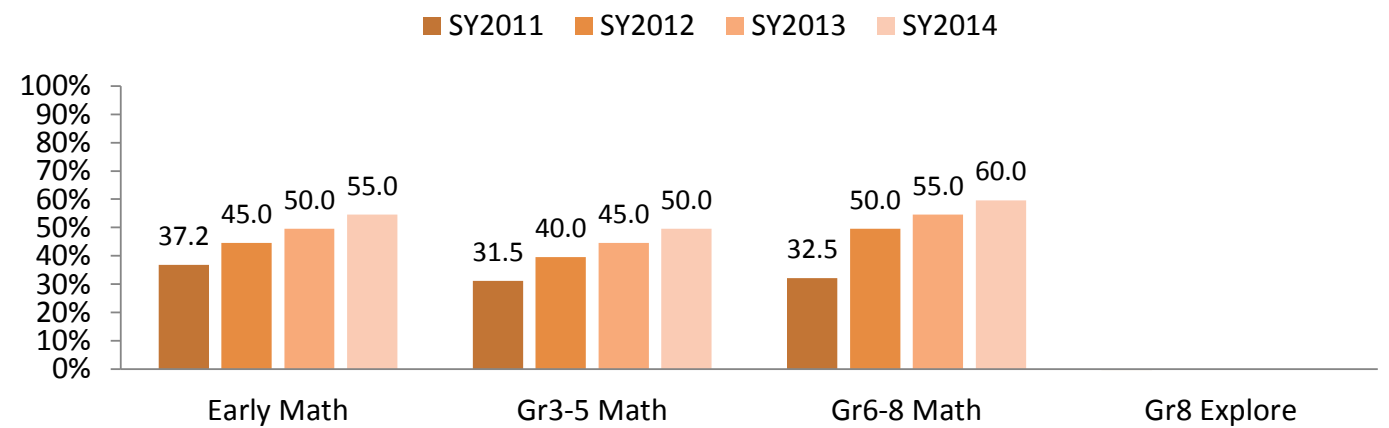
Strategic Priorities

1. Provide more rigorous reading instruction by using CCSS that targets comprehension skills.

2. Deliver rigorous instructional strategies using CCSS will enable students to develop skills and apply mathematical concepts.

3. ELL/ESL - Teachers will provide vocabulary instruction and writing using CCSS across content areas for all students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	68.9	72.0	75.0	78.0
Gr3-5 Reading	24.3	35.0	40.0	45.0
Gr6-8 Reading	29.3	40.0	45.0	50.0
Gr8 Explore				

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	37.2	45.0	50.0	55.0
Gr3-5 Math	31.5	40.0	45.0	50.0
Gr6-8 Math	32.5	50.0	55.0	60.0
Gr8 Explore				

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Continuous Improvement Work Plan
2012 - 2014

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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:	Helge A Haugan 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
Rosa Valdez	Principal
Camille Malinowski	Assistant Principal
Hiep An	Counselor/Case Manager
Chloris De Guzman	Counselor/Case Manager
Martha Lacunza	Classroom Teacher
Karen Molina	LSC Member
June Anthony	LSC Member
Janet Rzadzki	Classroom Teacher
Kimberly Gaurige	Parent/ Guardian

CIWP

2012-2014 Continuous Improvement Work Plan

Helge A Haugan Elementary School

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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	68.9	72.0	75.0	78.0	**Early Math** % of students at Benchmark on mClass	37.2	45.0	50.0	55.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.3	35.0	40.0	45.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.5	40.0	45.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.4	60.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.5	62.0	67.0	72.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.3	40.0	45.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.5	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	32.9	55.0	60.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.0	53.0	58.0	63.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				**Explore - Math** % of students at college readiness benchmark	NDA			

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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	96.2	96.5	96.8	97.0	**Misconducts** Rate of Misconducts (any) per 100	23.4	20.0	17.0	15.0

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	61.6	66.0	71.0	76.0	**ISAT - Reading** % of students exceeding state standards	10.2	15.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	74.5	78.0	83.0	88.0	**ISAT - Mathematics** % of students exceeding state standards	15.2	20.0	23.0	26.0
ISAT - Science % of students meeting or exceeding state standards	61.6	65.0	70.0	75.0	**ISAT - Science** % of students exceeding state standards	6.9	12.0	15.0	18.0

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**
• 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.	• 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.	The school wrote and implemented a Theory of Action that included RTI, Reading in Motion and Achieve 3000. Shared lesson plans within a grade level lead to focused planning. Higher order thinking skills, rigor, Bloom's taxonomy, and common core state standardsare incorporated in daily instruction. The school has established priority goals in Literacy and Math.	
Principal Leadership -->			**3**
• 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.	• 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.	The principal has shared the mission and vision with the school community. The principal has an open door policy for staff and parents. The school communicates with parents regarding accurate information on school performance. Professional learning occurs through committees, ILT, RTI, PBIS, grade levels, etc. The principal conducts Individual meetings with teachers. The principal creates opportunities for teachers to present during professional development.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Leadership opportunities are provided through ILT, RTI, PBIS, teacher mentors, grade level chairpersons, the Science and music program, Bilingual lead teacher, SIPAAA/CIWP, and union representatives. Teachers share and present at professional development. Some teachers working on a type 75 certificate do their internship at Haugan School under the direction of the principal and/or assistant principal.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**

• 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.
	• 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
		The ILT is an evolving committee, learning and sharing as we grow to guide instruction and increase achievement.
		The ILT plans and presents professional development activities geared toward improving instruction including:
		     reading strategies
		     performance tasks
		     common core
		     unwrapping standards
		Ongoing data analysis occurs at grade levels and school wide.	

Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Staff provides support for students using RTI and progress monitoring. The ILT reviews school data. Grade level teams review grade level data.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• 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.	• 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.	Pacing charts enable teachers to adequately cover curriculum as defined in state standards. Collaborative lesson planning occurs at some grade levels. The Common Core Standards are used by grade level teams to direct instruction. ELL students are supported by certified staff.	
	Instructional materials	-->		**2**
	• 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.	• 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).	Science pacing charts Support for science curriculum through Science lab Piloting a new social studies curriculum more closely aligned with common core and college and career readiness Inclusion in gen. ed. classrooms for special education students Additional instruction for ELL newcomers Leveled readers for differentiating instruction	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• 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.	• 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.	School wide assessments including DIBELS, IDEL, Scantron, Mclass Math, ACCESS and Common Core testing are administered at the scheduled times throughout the year and used to drive instruction. Teachers submit writing samples and extended (constructed) response items to the office for review according to a schedule developed by the ILT. Testing accommodations are made according to the IEP.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	3
• 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.	• 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.	Standards based objectives are required in lesson planning . Teachers continuously assess and reteach as needed. Lessons reflect a variety of questions - from low level moving towards higher levels of Blooms taxonomy. Differentiation and scaffolding is practiced to promote student understanding. Various types of assessments (i.e. formal, informal, teacher made, performance) check for student understanding. Teachers clearly articulate objectives, directions and instruction. Hess's matrix and Bloom's taxonomy are used as a guide to provide more rigorous instruction. Assessment is used to monitor student progress and drive instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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.	• 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.	The RTI team meets to discuss interventions, student tiers and examine student data for tier 3 students. RTI push in by ancillary staff and teacher aides assisst with interventions. Teachers provide small group instruction during center time. Progress monitoring occurs according to student tiers.	
Whole staff professional development	-->		**3**
• 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.	• 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.	Professional development is student and priority driven and aimed at improving instruction Some teacher collaboration and planning to present professional development Reflection during grade level meetings The opportunity to share new ideas and give feedback from workshops, webinars, seminars, etc	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	-->		**3**
	• 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.	• 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.	Weekly grade level meetings result in varied collaboration opportunities to discuss student data. All grade level teams have an ILT member. Special education teachers participate in grade level meetings. Knowledgeable colleagues provide added support and expertise.	
	Instructional coaching	-->		**1**
	• 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.	• 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.	New teacher meetings with the principal occur throughout the year. Teachers choose to participate in professional development outside of school if appropriate to their teaching assignment. There is a need for instructional coaches. Reading in Motion provides coaches for K-1.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	The school is using the Common Core Standards and the Depth of Knowledge aimed at making students college and career ready. The staff reinforces expectations for current and future success. The Student Council provides opportunity for student leadership. Individual classrooms offer student leadership opportunities.	
	Relationships	-->		**3**
	• 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.	• 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.	Inclusion and team teaching is practiced in the general education classroom Teachers/staff care about students as evidenced by their interactions Special education students participate in extracurricular activites (i.e. music, after school programs) Discipline is administered according to the Student Code of Conduct Albany Park Community Center works with students and their families and provide counseling services	
	Behavior& Safety	-->		**3**
	• 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.	• 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.	The PBIS team/PBIS is being implemented as a positive approach to student discipline. The Student Code of Conduct is enforced. Visitors to the building consistently comment on what a happy place they perceive this school to be.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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.	• 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.	The Principal reports at monthly LSC meetings. BAC meetings and PAC meetings are held monthly. A monthly calendar and additional information is sent home as needed. An Open House is held in September to outline teacher expectations and plans for the year. Parents are surveyed to find out their opinion on school issues.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Agenda books are provided for students. There is a scheduled time for conferences. Night performances are held for Music assemblies. Science night focuses on a particular topic. Open house is held in September to outline teacher expectations. Parenting, computer, and ESL classes for parents are offered at various times throughout the year.	
	Bonding	-->		**3**
	• 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.	• 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.	The school offers an array of family activiities to all students- BAC, Science night, Musical performances, awards day and International night. Working in the Schools (WITS) volunteers on a weekly basis. The school provides parenting, computer, and ESL classes for parents.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support --->			3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	A collection was taken by staff to provide support for students whose house was burned in a fire. Referrals are provided to agencies who can assist families in need. A partnership with Communities in Schools of Chicago provides some specialized programs for students.	
College & Career Exploration and election --->			2
• Information about college or career choices is provided.	• 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.	Information was provided about Common Core Standards and the need for a full school day. Bear for a Day (Chicago Bears football team) speaker focuses on the importance of getting a good education.	
Academic Planning --->			2
• 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.	• 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.	Rigor, the use of Bloom's taxonomy, and the Depth of Knowledge is stressed when planning and implementing instruction. A gifted Program exists for Grades 1-6.	
Enrichment & Extracurricular Engagement --->			3
• 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.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The Student Council meets before/after school to plan activities for students. After school help is provided for grade 6 students to provide extra support.	

6: College and Career Readiness Supports

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
D I M E N S I O N	*College & Career Assessments*	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Tests on common core standards evaluate students' college and career readiness. Rigor is expressed in daily instruction.	
	College & Career Admissions and Affordability	--->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	Set Goals to help students become college and career ready. On-going conversations with students regarding future college goals. College Banners posted throughout the building College entrance requirements discussed.	
	Transitions	--->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Parent meetings are held to explain transitions at benchmark grades. Kindergarten teachers host classroom visits for prekindergarten parents. Screenings are held during the summer months. Informational visits from Thurgood Marshall Middle School assist students transitioning to 7th grade.	

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***	-->		**3**
	• 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.	• 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.	The LSC approves the use of funds to buy additional teaching staff, programs, classroom libraries, building safety and security, and supplemental materials. Retired teachers are used as tutors to support instruction. Technology purchases are made to fulfill our mission and educate our students in the use of technology.	
	Building a Team	-->		**2**
	• 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.	• 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.	Student teachers are observed and interviewed. The interview process covers academics, discipline, classroom management, communication and collaboration skills. Portfolios are reviewed to assess potential candidates. Grade level teams meet on a weekly basis.	
	Use of Time	-->		**3**
	• 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.	• 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.	The course of study is based on CPS guidelines for every grade level. Grade level collaboration occurs weekly during scheduled preparation period weekly. RTI interventions happen across the grade level and in individual classrooms. Schedules are adjusted as needed.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Our mission is to empower all members of the Haugan family by creating a safe, nurturing and rigorous learning environment. Together, we use best practices in technology and curriculum to provide life, social and academic skills needed to successfully work cooperatively to provide a foundation for college and career readiness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide more rigorous reading instruction by using CCSS that targets comprehension skills.	By improving comprehension skills, students will become more proficient readers.
2	Deliver rigorous instructional strategies using CCSS will enable students to develop skills and apply mathematical concepts.	By improving mathematical knowledge, students will be provided with a strong foundation for math success.
3	ELL/ESL - Teachers will provide vocabulary instruction and writing using CCSS across content areas for all students.	Our school has a diverse population and a high number of ELL students. Vocabulary instruction across content areas will support language acquisition and academic learning.
4	Optional	
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Helge A Haugan Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide more rigorous reading instruction by using CCSS that targets comprehension skills.	By improving comprehension skills, students will become more proficient readers.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for literacy focusing on comprehension skills delivered by ILT and other staff members to all grade levels.	Professional Development	All	Administration, Staff, ILT	Quarter 1	On-going		
Comprehension skills written in the lesson plans/unit plans and implemented in classroom instruction.	Instruction	All	Administration, Staff	Quarter 1	Quarter 4		
Alignment of teaching materials to CCSS regarding comprehension.	Instructional Materials	All	ILT, Staff	Quarter 1	Quarter 4		
Supplemental resources to further comprehension skills for all students.	Instructional Materials	All	Staff	Quarter 1	Quarter 4		
Invest in technology to promote literacy and college and career readiness.	Equipment/ Technology	All	Administration	On-going	On-going		
Implement RTI within the classroom and across the grade level on a daily basis	Instruction	All	Staff	On-going	On-going		
Conduct teacher observations in all grades (K-6) during at least one Reading activity.	Instruction	All	Administration	Quarter 1	Quarter 4		
On an ongoing basis, review Benchmark data and Progress Monitoring to guide instruction.	Instruction	All	Administration, Staff, ILT	On-going	On-going		

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Helge A Haugan Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

Strategic Priority 1

Acquire additional informational texts to increase vocabulary and higher order thinking skills	Instructional Materials	All	Administration, Staff	Quarter 1	Quarter 4		
Incorporate formal writing in the curriculum on a daily basis (short response, narrative, opinion, expository, extended response).	Instruction	All	Administration, Staff, ILT	On-going	On-going		
Purchase Achieve 3000 and Reading in Motion to assist in reading instruction.	Instructional Materials	All	Staff	On-going	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Deliver rigorous instructional strategies using CCSS will enable students to develop skills and apply mathematical concepts.	By improving mathematical knowledge, students will be provided with a strong foundation for math success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for mathematical skills and concepts delivered by ILT and other staff members to all grade levels.	Professional Development	All	Administration, Staff, ILT	Quarter 1	On-going		
Incorporate interactive and hands-on activities, manipulatives, and work stations to develop mathematical skills and concepts.	Instruction	All	Staff	Quarter 1	Quarter 4		
Alignment of teaching materials to CCSS and real-world applications regarding mathematical concepts and skills.	Instructional Materials	All	ILT, Staff	Quarter 1	Quarter 4		
Supplemental resources to further mathematical skills and concepts for all students.	Instructional Materials	All	Staff	Quarter 1	Quarter 4		
Invest in technology to promote mathematical awareness and college and career readiness.	Equipment/ Technology	All	Administration	On-going	On-going		
Implement RTI within the classroom on a daily basis.	Instruction	All	Staff	On-going	On-going		
Conduct teacher observations in all grades (K-6) during at least one Mathematics activity.	Instruction	All	Administration	Quarter 1	Quarter 4		
On an ongoing basis, review Benchmark data and Progress Monitoring to guide instruction.	Instruction	All	Administration, Staff, ILT	On-going	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
ELL/ESL - Teachers will provide vocabulary instruction and writing using CCSS across content areas for all students.	Our school has a diverse population and a high number of ELL students. Vocabulary instruction across content areas will support language acquisition and academic learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Content-area vocabulary will be integrated into the ELL curriculum.	Instruction	English Language Learners	Staff	Quarter 1	Quarter 4		
Professional Development focusing on teaching strategies for ELL students in all grade levels.	Professional Development	All	Administration	Quarter 1	On-going		
Differentiate instruction for ELL students within the classroom on a daily basis	Instruction	All	Staff	On-going	On-going		
Implement strategies to increase vocabulary across content-areas.	Instruction	All	Staff	On-going	On-going		
Use of supplemental resources to further vocabulary skills for all ELL students.	Instructional Materials	All	Staff	On-going	On-going		
Use of technology to expand vocabulary acquisition for college and career readiness.	Equipment/ Technology	All	Administration	On-going	On-going		
Ensure that the level of vocabulary for ELL classrooms is sufficiently challenging and matches vocabulary used in common core.	Instruction	All	Administration	Quarter 1	Quarter 4		
The focus of the ESL program will be to integrate more writing along with vocabulary development.	Instruction	All	Staff	On-going	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description		Rationale	

Action Plan
Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan · Monitoring

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