



Hawthorne Elementary Scholastic Academy

Ravenswood-Ridge Elementary Network

3319 N Clifton Ave Chicago, IL 60657

ISBE ID: 150162990252249

School ID: 609974

Oracle ID: 29131



2012-2014 Continuous Improvement Work Plan

Mission Statement

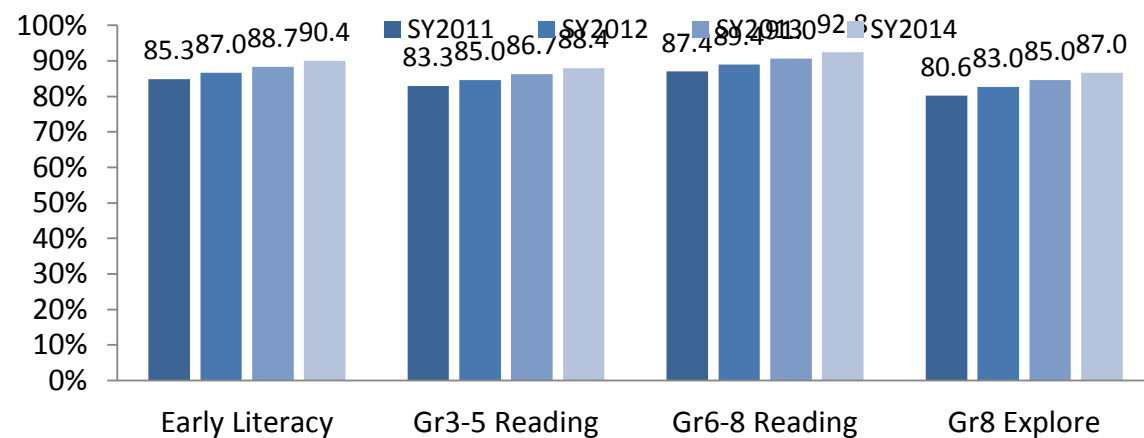
The HSA school community provides a stimulating environment for students to reach individual academic excellence by teaching them how to become independent, life-long learners. Collaborative teacher teams design and implement rigorous curriculum that emphasizes interdisciplinary literacy instruction and promotes critical thinking. We guide students to be empathetic citizens who are equipped to be productive members of a global society.

Strategic Priorities

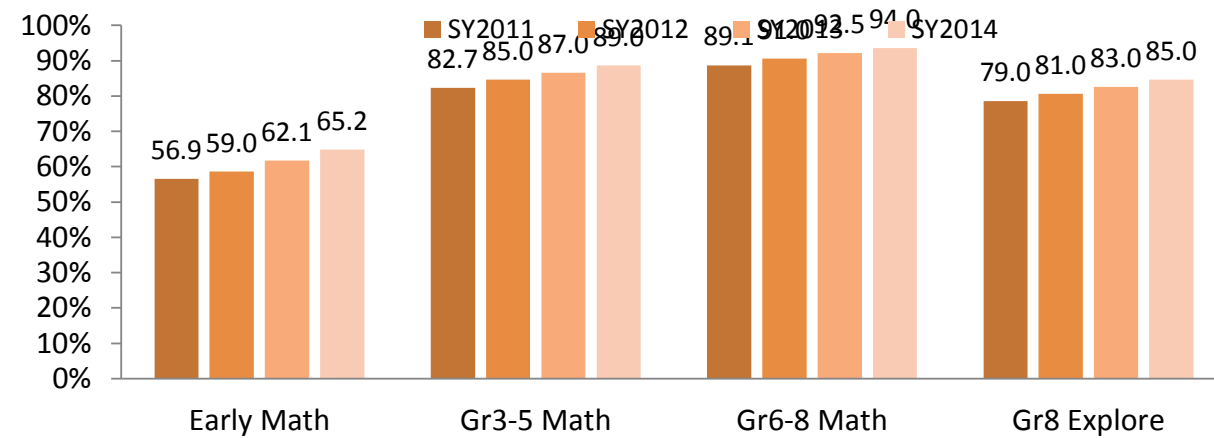
1. Continuation of the effective walking reading and math programs, in all grade levels, made possible by the additional support personnel- three literacy and one math.
2. Integrate literacy instruction into the science and social studies curriculums, at all grade levels.
3. Creation of collaborative differentiated UbD units of study to incorporate the Common Core State Standards (CCSS) at every grade level and in every discipline.
4. Integration of 21st Century skills, particularly technology, into the collaborative UbD units of study to increase college and career readiness.
5. To increase academic rigor by continuing implementaion of DOK, Hess Matrix and the instructional process rounds.

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:	Hawthorne Elementary Scholastic Academy

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
Linda Feaman	Principal
Camille Unger	Classroom Teacher
Nancy Geldermann	Lead/ Resource Teacher
Maggie Philips	Classroom Teacher
Dan Schuh	Special Education Faculty
Amy Lenz	Classroom Teacher
Wendee Schavocky	Classroom Teacher
Valerie Willuweit	Lead/ Resource Teacher
Kathleen Speth	Classroom Teacher
Trish Davlantes	Classroom Teacher
Sue Krause	Classroom Teacher
Roger Wilen, Laura Durudogan and Tiffany Green	Community 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	85.3	87.0	88.7	90.4		Early Math % of students at Benchmark on mClass	56.9	59.0	62.1	65.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	83.3	85.0	86.7	88.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	82.7	85.0	87.0	89.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.6	61.0	63.4	65.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.5	65.0	67.5	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	87.4	89.4	91.0	92.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	89.1	91.0	92.5	94.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.9	65.0	68.2	70.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.1	67.1	69.1	71.1
8th Grade										
Explore - Reading % of students at college readiness benchmark	80.6	83.0	85.0	87.0		Explore - Math % of students at college readiness benchmark	79.0	81.0	83.0	85.0



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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	96.9	97.0	97.5	98.0					
					Misconducts Rate of Misconducts (any) per 100	1.2	1.0	0.8	0.6

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	96.0	96.5	97.0	97.5		ISAT - Reading % of students exceeding state standards	66.0	68.0	70.0	72.0
ISAT - Mathematics % of students meeting or exceeding state standards	98.9	99.2	99.5	99.8		ISAT - Mathematics % of students exceeding state standards	75.1	77.0	79.0	81.0
ISAT - Science % of students meeting or exceeding state standards	98.4	98.9	99.2	99.5		ISAT - Science % of students exceeding state standards	57.9	63.0	67.5	71.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> We have established clear goals on ISAT exceeds and have identified strategies to reach the goals, but need to develop a plan to continuously monitor student progress. According to the My School My Voice survey results our students reported that ambitious instruction was at an average level. Due to these results we have established a plan to improve the depth of instruction and increase the rigor within the curriculum. Our plan is to address rigor through the use of the Hess Matrix and the rounds process. We have a clear theory of action developed by the staff as a whole. 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> The principal incorporates teacher input in the observation process. Principal provides daily observation and feed back. According to the the MVMS survey Hawthorne scored strong in principal instructional leadership. According to the My School My Voice survey report our administration was reported to be strong. 90% of those surveyed believed that Hawthorne administration had a vision for school improvement. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • As reported in the My School My Voice survey 99% of the teaching staff believed the teachers have input into the instruction plan. • School staff is involved in more than one of these committees. •ILT consist of a varitety of teachers from each grade level •Each teacher serves on a curriculum committee •SIPAAA/CIWP team is represented by staff •Have a strong Unioon Rep •School has SEL team that is representative of all grade bands •RTI team is comprised of Special Ed and classroom teachers 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> According to the My School My Voice survey teachers reported a strong (95%) sense of collaboration among the teaching staff. The ILT is comprised of teachers with various backgrounds and knowledge basis. Many of the ILT members have a National Board Certification or Masters in Curriculum and Instruction. The ILT provides PD opportunities for all staff members in the UBD process and for aligning to the CCSS. The ILT collects and analyzes data from the classroom teachers and administers surveys. The ILT uses the data from surveys to reflect on the progress of the school. Hawthorne has room for improvement in the area of teacher to teacher trust. The My School My Voice reports that 69% of the teachers believe that their are respected and respectful of their peers. Working to improve teacher trust with involving more staff members to the ILT and creating opportunities for leadership growth will improve teacher effectiveness. 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> The team of math teachers meet at the beginning of the year to analyze the math data. The grade level teams meet to analyze the trends at various grade levels. The SPED and reading teachers use data for leveling math and reading groups. The teams of teachers use common assessments at each grade level to determine appropriate instructional practices for the student body. Hawthorne's potential for growth in monitoring and adjusting the assessment process comes through the collaborative UBD process, grade level assessments, grade level unit baselines, exit exams, and 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> The science committee has a defined scope and sequence for K-12. The literacy committee has defined grade level benchmarks for students to attain at each grade level. Grade level teams create common UBD units and common assessments; they bring student work to team meetings to share out student learning. Teacher teams are currently working on bringing balance to the reading curriculum to incorporate a balance of informational texts along with works of fiction. With the creation of collaborative UBD units involving SPED and classroom teachers the staff will be able to meet more of the students' needs. According to the My School My Voice survey report Hawthorne is well organized for improvement. According to the My School My Voice survey results Hawthorne needs instructional support in the area of mathematics. 37% of the students surveyed expressed a need to further develop their math abilities. Hawthorne has opportunities 	
	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). 	<ul style="list-style-type: none"> All math teachers use the same materials at each grade level. The math curriculum is aligned to the state standards but not to the CCSS at this time. We need to a variety of resources for teachers to use to meet all students at their instructional level. Teacher teams need to develop differentiated assessments for students. With the mapping process SPED teachers and classroom teachers will be able to modify the curriculum as needed for the students. The My School My Voice survey reported that Hawthorne has an opportunity for growth in the area of course clarity. 54% of 	
	<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>			

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> According to the My School My Voice survey 41% of the students reported that the homework helped them learn the course material. This clearly is an of opportunity for growth at Hawthorne. Teachers can ensure that the homework is used to scaffold the learning process for students to do well on unit assessments. The teachers use data from the ScanTron for and planning guiding instruction based on student performance. With the move to CCSS and NWEA teachers will be able to access real time data to guide planning of lessons. Currently data is accessed using reports generated from the ScanTron. Teams of teachers meet in grade level teams to analyze student progress on common assessments, baselines, writing assessments and performance tasks. Grade level teams are working with the SPED teachers to create assessments for students who require modifications and accomadations. Teachers have begun to post unit assessments on Atlas which allows the SPED teacher to create a modified verision of the assessment. SPED teachers also have begun posting the modified assessment to Atlas. This practice allows for the planning 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • The My School My Voice survey 56% of students reported that Hawthorne had an average score in ambitious instruction. The staff has identified rigor as an area of needed improvement and has developed a process of conducting instructional rounds to address critical thinking skills of students. •The average Explore test score in 2009 was 18.1, in 2010 18.7 and in 2011 19.2. The students at Hawthorne are scoring significantly higher than the national norm of 14.9. The students have continually demonstrated an increase in the test scores over the last three years. The instructional rounds process will aid in continuing this trend of improvement. • The teachers utilize rubrics in the instructional process to inform the students of the expectations for assessment. • According to the My School My Voice survey 44% of the students reported that they almost always use data and text references in their work. This is an area of strength that we can continue to work on building. The upper grades SS teachers are now implementing the Data Based Questions into the SS curriculum, this will directly impact the 	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> •The My School My Voice survey scored Hawthorne as strong 61%, in the area of supportive learning environment. Also noted in this report is the average reporting of Academic Professionalism. • 49% of students responded that teachers are aware when a student needs extra support to obtain the lesson objective. This is clearly an area that Hawthorne can improve with the addition of the WIN program. The What I Need program is designed to provide interventions and enrichment opportunities for students. • 46% of the students surveyed report that teachers are willing to provide additional academic support before or afterschool, this is an area where Hawthorne teachers go above the standard to meet the needs of the students. • 39% of Hawthorne students stated that teachers explain the lesson material differently if the student has not grasped the concept during the lesson. This will be addressed the in implementation of the WIN program. • In the primary grades the teachers use Dibels and Mclass to monitor student progress. •According to the PreK-2nd grade Academic Achievement Metrics 85% of our students are on target for their literacy goals. 57% of the students are on track in math. There is clearly a gap between 	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; margin-right: 5px;">Professional Learning</div> <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"> •According to the My School, My Voice survey Hawthorne is very strong the area of professional development. The school earned a green/strong score from the teachers responses. 88% of the teachers at Hawthorne believe they receive quality PDs. • The administration and the ILT designs the professional development for the staff based on the needs of the faculty. • The PDs are designed to meet the needs of the staff at Hawthorne. For example with the work of aligning the curriculum to the CCSS the administration provided a full day workshop with Dr. Heidi Hayes Jacobs on mapping to the core and purchased mapping workbooks for each teacher to utilize in the mapping process. • The ILT attends 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<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"> 95% of the teaching staff reported that Hawthorne faculty has a strong sense of collective responsibility for the academic growth of the students. 82% of teachers at Hawthorne reported that they feel deeply committed to the school. The teachers participate in team work on multiple levels. Teacher are placed on a curriculum committee in areas of their expertise; each committee has a representative from the ILT and has an assigned lead member to guide the focus of the team. Grade level teacher teams meet on a weekly basis for planning purposes and to assess student learning. Teacher teams bring evidence of student work to share at the grade level meetings. The junior high team meets to address concerns about students and to address academic rigor. Grade level teams meet with the SPED teachers to plan and share instructional strategies with the team. Currently teachers are involved in designing an RTI and Enrichment program. The RTI team will establish a process for monitoring and reporting student 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Teachers are afforded with appropriate feedback from the administration on teaching practices and instructional strategies. Following classroom observations the administration meets with the individual teacher to provide feedback and guidance. According to the results of the My School, My Voice survey the administration scored a 90% in the principal instructional leadership profile. According to the results of the My School, My Voice survey Hawthorne teachers reported a strong sense of shared responsibility, 95%, for the academic growth of all students. 	

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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 	<ul style="list-style-type: none"> As reported in the My School, My Voice survey 56% of the students felt that they received an average level of rigorous instruction. 37% of the students reported a need of academic support in area of math instruction to develop their ability to solve complex mathematical problems. 41% of the students reported an average level of english instruction at Hawthorne. Clearly this is an area of potential growth for the teaching staff at Hawthorne. To improve the level of expectations for our students we are incorporating the use of the instructional rounds process and the alignment of the curriculum to the CCSS. Both opportunities for 	
	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"> Students responded favorably to questions regarding student teacher trust. As reported in the My School, My Voice survey 74% of students had trust in their teachers. 50% of students reported that the teachers at Hawthorne treat the students with respect. While 38% of the students responded strongly that teachers treated them with respect. Hawthorne faculty has instituted the Olweus program in which students meet in small groups to address concerns of interactions among students. This program was implemented in the 2011-2012 school year and will continue in the 2012-2013 school year. The Olweus team plans to conduct a survey to determine if students feel greater respect toward each other. With the use of the Olweus program the students will develop a 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Hawthorne is reported to have a strong level of safety. 92% of the students surveyed felt very secure at Hawthorne. According to the My School, My Voice survey 62% of the students feel very safe at Hawthorne. 26% of students reported to feeling safe at Hawthorne. As reported in the My School, My Voice survey 85% of the students stated they feel very safe in the classroom environment. The school has a system wide discipline plan in place. Via the use of Yellow Cards students are reported to the 	

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 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> The administration hosts a curriculum night for all grade levels each fall. The principal presents the parents ISAT and Explore data and introduces any new programs the school will be implemented in the coming school year. According to the My School My Voice survey 88% of the families believe that Hawthorne administration and staff are partners with the parents in the educational process. 95% of the parents reported that Hawthorne has strong teacher parent trust. 52% of the parents believe teachers work hard to build a trusting relationship with the families. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> According to the My School My Voice survey Hawthorne is strong in area of communication with families. 67% of the families reported that Hawthorne reaches out to the parents. 43% of the parents strongly reported that Hawthorne staff encourages feedback from parents and the community. 48% of the parents responded that teachers work closely with parents to improve the academics for their child. 	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Hawthorne earned a strong rating in the category of Out Reach. 67% of the parents surveyed in the My School My Voice report stated they are greeted warmly when they call or visit the school. 48% of the parents strongly agree to being informed in the school's mission to improve academic achievement. The administration hosts coffee talks for each grade level to address the academic, social and emotional issues the students are facing. Each grade level creates a curriculum showcase to share their learning with the school and their families. Each May the school hosts a Writer's Celebration each student shares their writing with the school population and the community. 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> According to the My School My Voice survey Hawthorne scored a 99% in Human and Social Resources in the community. On an average 74% of the students responded to questions posed regarding Human Relations and Social Resources. Our counseling program is effective in communicating with families in need of additional support. Several teachers have made the effort to visit 	
	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"> Teachers invite various guest speakers to the school to share information about their careers. For example the Writer's Celebration includes an author visit. The 2nd and 8th grade participate in the Mock Trial experience. Attorneys visit the classrooms and interact with the students. Hawthorne has several 	
Academic Planning ----->			4	
<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"> Hawthorne strives to provide many opportunities for students to explore options for their future. According to the Explore data 89% of the 8th grade students plan to attend a graduate program. The counseling department hosts a high school open house each fall to expose the students and families to the variety of options our graduates have for high school. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Hawthorne Scholastic Academy students participate in many extra-curricular activities. Musical offerings: Orchestra, Glee club, and Chorus. Chess and Sports activities are sponsored by our dedicated and involved core of parent volunteers. These programs 		

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. 	<ul style="list-style-type: none"> Hawthorne uses the Explore test for students in 8th grade. Students who responded that they planned to take 4 years of english and 3 years of math and science scored a composite of 20.9. This demonstrates the schools ability to prepare students for college readiness assessments. • An area of targeted growth is for 	
	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. 	Not Applicable	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> The kindergarten families are provided with a school tour and a kindergarten picnic to welcome the new students. The teachers send welcome letters to each student. • For 3rd, 6th and 8th grade the students to effectively transition to the next grade level the child needs to have earned an average of a C or better in math and reading and score above 24% on the ISAT. • For students entering highschool the counseling department provides an open house opportunity for parents and students to see representatives from highschools. Students are encouraged to shadow at a perspective 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • The school allocates discretionary funds to target identified needs of the students and to provide PD opportunities for the staff. • The school is actively engaged in raising funding for the school via the community. Currently the school rents out the turf and the gym to fund professional development opportunities for staff. Adminstration and teachers seek grants through a variety of progaming. The PTA actively raises funds for extra personnel and for supplies for classrooms. 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • Teams of teachers participate in the interview process. Teachers and adminstration shift through resumes to determine potential candidates. • Candidates are asked to return for a second round of interviews with the adminstration and the teacher team. The candidate shares lesson planning and evidence of student work. • Teacher candidates are asked to share their philosophy on education and the process of instructing students. 	
Use of Time ----->			4	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • The Hawthorne staff met to design a new schedule for the 2012-2013 school year. Each band of grade levels was represented so that all grades would receive adequate instructional time. •The school is implementing the WIN program which will provide RTI or enrichment depending on the needs of the students. Four days of the week will allow for structured interventions to be utilized to enhance student achievement with the fifth day reserved for the SEL program. • Teacher teams planned for grade level meetings during the prep periods. •Parent input was utilized when designing 	

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

The HSA school community provides a stimulating environment for students to reach individual academic excellence by teaching them how to become independent, life-long learners. Collaborative teacher teams design and implement rigorous curriculum that emphasizes interdisciplinary literacy instruction and promotes critical thinking. We guide students to be empathetic citizens who are equipped to be productive members of a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Continuation of the effective walking reading and math programs, in all grade levels, made possible by the additional support personnel- three literacy and one math.	The purpose of the walking reading and math program is to improve academic achievement of all students, through smaller class size and support of specialists.
2	Integrate literacy instruction into the science and social studies curriculums, at all grade levels.	The purpose of integrating literacy into the content areas is to develop the students ability to read and comprehend a variety of materials.
3	Creation of collaborative differentiated UbD units of study to incorporate the Common Core State Standards (CCSS) at every grade level and in every discipline.	The purpose of developing UBDs is to ensure that the curriculum is aligned both vertically and horizontally.
4	Integration of 21st Century skills, particularly technology, into the collaborative UbD units of study to increase college and career readiness.	The students need to be technological literate to be able to communicate globally.
5	To increase academic rigor by continuing implementaion of DOK, Hess Matrix and the instructional process rounds.	Based on the instructional rounds observation process we noted that the questioning process in the classroom lacked the application of high order thoughts.



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
Creation of collaborative differentiated UbD units of study to incorporate the Common Core State Standards (CCSS) at every grade level and in every discipline.	The purpose of developing UBDs is to ensure that the curriculum is aligned both vertically and horizontally.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teacher teams collaborate to develop curriculum overview maps incorporating CCSS to be posted on Atlas per subject area for quarter one. (Completed during PD days at the start of the school year)	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
All teacher teams collaborate to develop curriculum overview maps incorporating CCSS to be posted on Atlas per subject area for quarter two.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 1		
All teacher teams collaborate to develop curriculum overview maps incorporating CCSS to be posted on Atlas per subject area for quarter three.	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 2		
All teacher teams collaborate to develop curriculum overview maps incorporating CCSS to be posted on Atlas per subject area for quarter four.	ILT/ Teacher Teams	All	Teachers	Quarter 3	Quarter 3		
ILT quarterly monitors completion of overview.	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	On-going		
Quarter one develop one differentiated Ubd in collaborative teams that includes the Special Ed Teacher monitored by administration.	Instruction	All	Teachers/Admin	Summer 2012	Quarter 1		
Quarter two develop one differentiated Ubd in collaborative teams that includes the Special Ed Teacher monitored by administration.	Instruction	All	Teachers/Admin	Quarter 1	Quarter 2		
Quarter three develop one differentiated Ubd in collaborative teams that includes the Special Ed Teacher monitored by administration.	Instruction	All	Teachers/Admin	Quarter 2	Quarter 3		
Quarter four develop one differentiated Ubd in collaborative teams that includes the Special Ed Teacher monitored by administration.	Instruction	All	Teachers/Admin	Quarter 3	Quarter 4		



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
Integration of 21st Century skills, particularly technology, into the collaborative UbD units of study to increase college and career readiness.	The students need to be technological literate to be able to communicate globally.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a training schedule and plan for pod leaders to intergrate technology	PD	All	Sue Krause	Quarter 1	Quarter 1		
Train Pod leaders to intergrate technology using identified stratigies	PD	All	Sue Krause	Quarter 1	Quarter 1		
Pod leaders train teachers on intergrating technology into classrooms quarterly	PD	All	Sue Krause	Quarter 1	On-going		
Quarter one develop one Ubd in collaborative teams that includes technology monitored by administration.	Instruction	All	Teachers/Admin	Summer 2012	Quarter 1		
Quarter two develop one Ubd in collaborative teams that includes technology monitored by administration.	Instruction	All	Teachers/Admin	Quarter 1	Quarter 2		
Quarter three develop one Ubd in collaborative teams that includes technology monitored by administration.	Instruction	All	Teachers/Admin	Quarter 2	Quarter 3		
Quarter four develop one Ubd in collaborative teams that includes technology monitored by administration.	Instruction	All	Teachers/Admin	Quarter 3	Quarter 4		
Teachers will bring evidence of student application of technology skills to the monthly grade level meetings and evaluate the use of technology.	Instruction	All	Teachers/Admin	Quarter 2	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
To increase academic rigor by continuing implementaion of DOK, Hess Matrix and the instructional process rounds.	Based on the instructional rounds observation process we noted that the questioning process in the classroom lacked the application of high order thoughts.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide PD for all staff members on the Hess Matrix and DOK.	Professional Development	All	Admin/ILT	Summer 2012	Quarter 3		
Conduct instructional rounds at k-2	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct report out of the instructional practices and data gathered from the first rounds process k-2	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Analyze the data and the learning process utilized, set goal for each teacher to obtain for the next rounds process k-2	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct instructional rounds at 3-5	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct report out of the instructional practices and data gathered from the first rounds process 3-5	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Analyze the data and the learning process utilized, set goal for each teacher to obtain for the next rounds process 3-5	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct instructional rounds at 6-8	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct report out of the instructional practices and data gathered from the first rounds process 6-8	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Analyze the data and the learning process utilized, set goal for each teacher to obtain for the next rounds process 6-8	Instruction	All	Teacher teams	Quarter 2	Quarter 2		
Conduct instructional rounds at k-2 focusing the identified goal from semester one	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Conduct report out of the instructional practices and data gathered from the second rounds process k-2	Instruction	All	Teacher teams	Quarter 4	Quarter 4		



Strategic Priority 5

Analyze the data and the learning processes utilized, to determine if the set goals were met and if the students made progress in developing critical thinking skills k-2	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Conduct instructional rounds at 3-5 focusing the identified goal from semester one	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Conduct report out of the instructional practices and data gathered from the second rounds process 3-5	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Analyze the data and the learning processes utilized, to determine if the set goals were met and if the students made progress in developing critical thinking skills 3-5	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Conduct instructional rounds at grades 6-8f ocusing the identified goal from semester one	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Conduct report out of the instructional practices and data gathered from the second rounds process 6-8	Instruction	All	Teacher teams	Quarter 4	Quarter 4		
Analyze the data and the learning processes utilized, to determine if the set goals were met and if the students made progress in developing critical thinking skills 6-8	Instruction	All	Teacher teams	Quarter 4	Quarter 4		