



2012-2014 Continuous Improvement Work Plan

John Hay Elementary Community Academy

Austin-North Lawndale Elementary Network
1018 N Laramie Ave Chicago, IL 60651
ISBE ID: 150162990252636
School ID: 609975
Oracle ID: 31111



Mission Statement

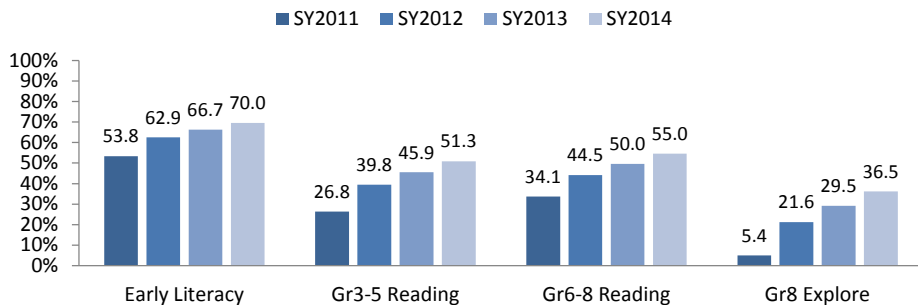
To foster a safe, engaging supportive learning environment by providing consistent differentiated instruction throughout the building involving students in fine arts activities, facilitating social emotional skill development, and actively engaging all school stakeholders in data based decision making.

Strategic Priorities

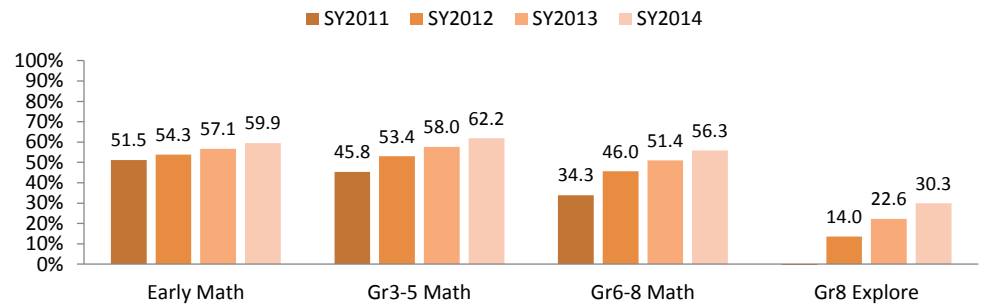
- 1. CONTINUE TO IMPLEMENT BALANCED LITERACY WITH EMPHASIS ON INDEPENDENT READING (GRADES K-8)
2. CONTINUE TO OFFER ALGEBRA COURSE FOR 7TH/8TH GRADE STUDENTS DURING REGULAR SCHOOL DAY FOR 2012-2013 SCHOOL TERM
3. INCREASE QUANTITY OF INFORMATIONAL TEXT, ESPECIALLY 6TH-8TH; IMPLEMENT REVISED EXTENDED RESPONSE PROGRESS MONITORING TOOL & CORRESPONDING STUDENT WORK REVIEW PROTOCOL

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:	John Hay Elementary Community 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
Wayne Williams	Principal
Tina Walker	Lead/ Resource Teacher
Mary Knuerr	Lead/ Resource Teacher
Melinda Stapleton	Special Education Faculty
Lakeisha King	Counselor/Case Manager
Yvonne Townsend	Community Member
Robert Signorelli	Support Staff
Mildred Brackett	LSC Member
Betty Baker	Parent/ Guardian
Arthur Archibald	LSC Member
Derek Threewitt	Lead/ Resource Teacher
Veada Sercye	Support Staff

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	53.8	62.9	66.7	70.0		Early Math % of students at Benchmark on mClass	51.5	54.3	57.1	59.9
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.8	39.8	45.9	51.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	45.8	53.4	58.0	62.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.0	61.8	65.6	69.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.4	71.1	73.7	76.4
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.1	44.5	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.3	46.0	51.4	56.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.2	67.9	70.6	73.3		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.7	71.4	74.0	76.7
8th Grade										
Explore - Reading % of students at college readiness benchmark	5.4	21.6	29.5	36.5		Explore - Math % of students at college readiness benchmark	0.0	14.0	22.6	30.3

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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	92.9	93.5	94.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	30.8	30.0	27.5	25.0

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	66.6	75.0	80.0	85.0		ISAT - Reading % of students exceeding state standards	10.0	19.3	27.4	34.6
ISAT - Mathematics % of students meeting or exceeding state standards	67.8	77.0	82.5	87.5		ISAT - Mathematics % of students exceeding state standards	11.9	22.6	30.4	37.3
ISAT - Science % of students meeting or exceeding state standards	57.3	60.0	65.0	70.0		ISAT - Science % of students exceeding state standards	5.5	10.0	20.0	40.0

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. 	Teachers collaborate to establish SMART goals. Progress towards goals monitored throughout year at ILT and grade level team meetings, especially during benchmark assessment periods. The ILT crafts theory of action and reference throughout year to promote alignment of activities and initiatives. The theory of action is based on school mission, vision, and SMART goals.	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	The principal implements systems, and supports that provide opportunities for growth (e.g., common planning time, instructional data teams) and leadership (e.g., department and committee chairs). Principal meets bimonthly with each team. Principal has individual BOY and EOY conferences with each staff member. Principal conducts daily, informal classroom walkthroughs with growth-oriented written feedback to teachers. College and career readiness data for every student is posted (e.g., Achieve 3000 board) and reviewed (e.g., grade level team meetings). Principal prepares detailed performance and student learning reports/presentations at monthly LSC and NCLB meetings. Increased parent involvement opportunities promoted through mandatory field trip experiences (e.g, chaperone) and structured volunteer opportunities (e.g., Parent Patrol, Go Green Clean Up).	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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 	<p>A core group of teachers performs nearly all leadership duties in the school. Most teachers are committed to the leadership of the school in a tangible and professional way. A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. Teacher learning and expertise garnered at external PD is inconsistently shared with colleagues upon return to the building. Most teachers participate in one or more school-based committees such as:</p> <ul style="list-style-type: none"> -- ILT Team -- Grade Level Team -- Mentor teacher -- Data team, Bilingual Lead -- SIPAAA/CWIP team -- Union representative -- RTI Team, Committee Chair of membership <p>There is an equity of voice at all team and leadership meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT consistently meets at least twice per month and has representatives from every grade level and department. The ILT is instrumental in making data-driven instructional and structural decisions. The entire staff is engaged in decision making through a democratic/representative ILT process (e.g., ILT members are expected to speak on behalf of their entire team and not solely from their personal viewpoint). The team regularly engages in self-reflection/evaluation of team effectiveness.</p>	
Monitoring and adjusting			1
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The ILT regularly analyzes school data and reviews the school's theory of action at bi-monthly school meetings. Data analysis periodically happens at grade level team meetings and teachers use analysis to make instructional decisions.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Each course team has a scope and sequence designed/adapted by lead teachers. These course maps are used in weekly lesson plan submission and in bi-monthly grade level team meetings. Teachers use common planning time to collaborate and strategize. School-wide interdisciplinary thematic units are designed and implemented at least twice per year. All SPED teachers maintain collaboration logs to share information and monitor progress of SWDs across school settings.	
	Instructional materials ----->			3
	<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). 	Each grade level and course team has instructional materials that are aligned with standards. Majority of instructional materials have suggested differentiation options and materials, especially as it pertains to students with disabilities and english language learners.	
<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 ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Majority of core assessment data available to teachers instantly upon student completion of the assessment. Technology used in every classroom to promote efficient, timely data collection. John Hay has comprehensive assessment system (DIBELS, TRC, Scantron, BAS, mCLASS math, ESGI, etc...) that extends well beyond district/network mandates. Multimodal assessment methods implemented across grade levels. Students with disabilities and ELLs receive accommodations and modifications as needed.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Weekly lesson plan submission protocol requires teachers to denote relevance and how it will be conveyed for each standard. Charlotte Danielson rubric used to establish and monitor teacher expectations for discussion and question techniques. Spiral curriculum (e.g., Everyday Math) and unit planning protocols promote deep understanding of core standards. Emphasis on instructional visual cues (e.g., anchor charts, active/functional word walls) help SWDs access curriculum. Formative assessment data is analyzed twice per month at ILT and grade level team meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Intervention -----></p>			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The RtI/Intervention team is teacher led and managed. The team consults with teachers individually and sponsors small group work/info sessions. The planning calendar establishes key assessment dates for the entire year at beginning of the year. Range of interventions available to students (LLI, tutoring, science club). Intervention plans monitored every 4 to 6 weeks.</p>	

Professional Learning	<p>Whole staff professional development -----></p>			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Year long PD plan developed with lead teachers that reflect the results of school needs assessment data. School needs assessment collected through various observations and surveys (e.g. internal walkthrough data, My Voice My School, internal PLC survey). The effectiveness of PD assessed through classroom observations, student work reviews, and assessment results. Internal PD agendas and funding for external staff seminar registration fees ensure ongoing, relevant professional learning opportunities are readily available to teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers have weekly common planning time. Vertical team meetings convene periodically. Meeting protocols are provided to each team lead to scaffold/organize collaboration time. Data analysis is standing agenda items for bimonthly ILT and grade level team meetings as well as LSC meeting. Teacher teams share ownership of results. Every grade level team or department has at least one representative on ILT. Team leads are responsible for representing their department when making decisions and developing action plans.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>There is an in-depth literacy coaching plan, especially at the primary level. Grants and community partnerships (e.g., University of Illinois-Chicago and the Children's Literacy Initiative) provide additional coaching and consultation to teachers. There is a new teachers group that meets every month to promote induction and support. Teachers have kick-off conversation with administration where they set goals and chart their individual PD plan for the year. Teachers receive feedback through pre and post formal observation conferences as well as hard copy feedback after informal walkthroughs. Teachers engage in peer observations once per month via an internal walkthrough process. Each teacher receives hard copy feedback from peers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Staff emerging in their awareness of college and career readiness hallmarks via small group professional development sessions (e.g., common core training, Achieve 3000 data analysis). Middle school interventions designed to promote college and career readiness (e.g., parent meetings, summer boot camps, field experiences).</p>	
	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. 	<p>All students engage in weekly SEL/restorative justice sessions with their homeroom teacher. Empirically based instructional supports used to guide SEL lessons (e.g., Second Step & Lions Quest). Middle school group mentoring (grades 6-8) occurs monthly. Students use a mix of PBIS and FOUNDATIONS principles to promote a safe and orderly learning environment. Our schoolwide expectations for behavior and work habits are Be Here and Ready, Be Safe, and Be Respectful. An increasing number of SWDs are included/mainstreamed into the general education setting. There are multiple annual parent meetings throughout the year where attendance rates average about 75%.</p>	
	Behavior & Safety ----->			2

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Typical School	Effective School	Evidence	Evaluation
<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. 	<p>John Hay Academy implements PBIS/Foundations schoolwide. Our expectations for behavior and work habits are Be Here and Ready, Be Safe, and Be Respectful. Our approach to promoting positive behaviors involves defining expectations, teaching and reteaching expectations, celebrating those caught doing the right thing, and giving consequences as needed. There has been a significant decrease in upper level student conduct violations (e.g., Level 5 and 6 Offenses).</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal uses multiple methods to inform families about school performance and explain the plan for improvement (e.g., home visits, parent conferences and trainings, annual town hall meetings, LSC and NCLB meetings, robocalls, website, flyers). Parent conferences and trainings offer individual and small group opportunities to review grade level standards with corresponding exemplars (e.g., Math Night, Literacy Night, Books, Bikes, and Bundle Up). School provides transportation and publicity to parents for school fairs (e.g, CPS High School Fair, Austin-North Lawndale School Fairs).	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child’s learning at home, but also so that school staff can learn from the families about their child’s strengths and needs. 	John Hay has annual parent conferences beyond the two that are mandated by CPS (e.g., second quarter report card pick up). There are numerous annual parent meetings/trainings specifically designed to share and gather information (e.g., 8th grade parent meetings, middle school summit, math night, literacy night, Open House). Parent portal and email have enhanced communication channels.	
	Bonding ----->			3

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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Ongoing, individualized parent communications (e.g. parent conferences, home visits, local church events, community clean up, community garden revival) with faculty and staff helps establish a non-threatening, welcoming environment. The principal is an active participant in the home visits and community outreach efforts (e.g., Austin Community Action Council Member). There are monthly assemblies (Go Green, Winter Extravaganza, Spring Fling) and ongoing volunteer opportunities (Campus Clean-Up, Schoolwide Field Trip) that engage parents in and showcase the work of the school.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	John Hay faculty and administration constantly conduct home visits and engage with social service agencies. The school has partnerships with countless community groups (Circle Family Health, Leap of Faith Ministries, University of Illinois-Chicago) that support the school financially and physically. School staff also connects families with supports in the neighborhood (e.g., parent information board, 15th	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	College and career exploration are ongoing themes of the weekly SEL/advisory lessons that each middle school teacher implements, via the Lions Quest Curriculum. Summer middle school boot camp activities are planned to extend this focus in a more concentrated manner.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Students have access to numerous rigorous academic programs that prepare students for college and career (e.g., high school Algebra class, bi-annual schoolwide interdisciplinary units, Oak Park-River Forest Poetry Partnership, mandatory quarterly field experiences for every grade level). These opportunities emphasize exploration and/or exposure.		
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. 	There are a wealth of enrichment opportunities available to all students at John Hay through an extensive extended day offering (e.g., sports, fine and performing arts, culinary arts, gardening, reading intervention) and annual school-wide interdisciplinary		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>There has been an extensive campaign to get students ready and excited about taking the EXPLORE exam (practice assessments, advisory lessons, poster campaign, parent meetings). Middle school teachers conduct an item analysis of practice test results to target specific needs of students.</p>	
	College & Career Admissions and Affordability ----->			1
	<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. 	<p>John Hay Academy provides minimal information about college options (e.g., visual cues, college/career section in guidance office). There is a brief assembly and revolving bulletin board to provide information. A college tour and week-long summer boot camp are planned to focus on high school and post-secondary readiness.</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Teachers annually compile EOY data on placement cards to be used during placement meetings for coming school term. "Sending teachers" work as a department to create classrooms for new year. Parents are provided with hard copies of expectations for new year to assist with transition. Annual summer and mid-year meetings are held to target the families of students in benchmark grades (e.g, Mid-Year Parent Town Hall, 8th Grade Summer Parent Meeting). The school's guidance department meets with students periodically to ensure that students are aware of high school options (e.g, high</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary fund expenditures are aligned with school improvement priorities and goals (e.g., SIPAAA process). John Hay Academy receives over half a million dollars of alternative funding annually through grant awards (e.g., Fresh Fruit and Vegetable Grant, 21st Century Community Schools, i3/MELI-CLI grant, CTPP grant). School structures and supports target preparation for college and career (Achieve 3000 use, adoption of Common Core standards).	
	Building a Team ----->			2
	<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. 	Hiring is always a reflection of student needs and staff capacity. Partnerships with local universities (UIC, Dominican University) have translated into ongoing relationships and new staff members. The administrative team designed a four-tiered hiring selection model that targets the four key factors for new hire success within the building (e.g., Instruction, School Fit, Behavior Management). Student performance data and teacher characteristics are combined to assemble grade/department teams.	
	Use of Time ----->			3

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The ILT works together to develop a "right fit" schedule that reflects student needs and school-wide goals (e.g., two-hour literacy block in primary grades, arts integration). There is weekly collaboration time for all department/grade level teams. Intervention opportunities are embedded within the school day and offered before/after school (LLI, homework help, tutoring).</p>	

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

To foster a safe, engaging supportive learning environment by providing consistent differentiated instruction throughout the building involving students in fine arts activities, facilitating social emotional skill development, and actively engaging all school stakeholders in data based decision making.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	CONTINUE TO IMPLEMENT BALANCED LITERACY WITH EMPHASIS ON INDEPENDENT READING (GRADES K-8)	BASED ON 2011 3RD-5TH GRADE STUDENTS SCANTRON SCORES, OUR STUDENTS IN THE INTERMEDIATE GRADES ARE FURTHER BEHIND IN READING THAN IN MATH. PRIORITY WILL TARGET INDIVIDUALIZED FOCUS ON FOUNDATIONAL LITERACY SKILLS.
2	CONTINUE TO OFFER ALGEBRA COURSE FOR 7TH/8TH GRADE STUDENTS DURING REGULAR SCHOOL DAY FOR 2012-2013 SCHOOL TERM	BASED ON 2011 8TH GRADE EXPLORE SCORES, OUR STUDENTS ARE FURTHER BEHIND IN MATH THAN THEY ARE IN READING. THE RIGOR OF THE ALGEBRA COURSE WILL PROMOTE COLLEGE AND CAREER READINESS LEVEL MATHEMATICAL SKILL AND PROMOTE IMPROVED PERFORMANCE ON THE EXPLORE TEST.
3	INCREASE QUANTITY OF INFORMATIONAL TEXT, ESPECIALLY 6TH-8TH; IMPLEMENT REVISED EXTENDED RESPONSE PROGRESS MONITORING TOOL & CORRESPONDING STUDENT WORK REVIEW PROTOCOL	BASED ON 2011 8TH GRADE EXPLORE SCORES, OUR STUDENTS PERFORM SIGNIFICANTLY LOWER ON THIS READING ASSESSMENT, RELATIVE TO THEIR PERFORMANCE ON THE SCANTRON-READING EXAM DURING THE SAME PERIOD. INCREASED EXPOSURE TO INFORMATIONAL TEXT AND CORRESPONDING CONSTRUCTED RESPONSE ACTIVITIES WILL INCREASE THEIR ABILITY TO COMPLETE READING COMPREHENSION TASKS
4	Optional	
5	Optional	

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
CONTINUE TO IMPLEMENT BALANCED LITERACY WITH EMPHASIS ON INDEPENDENT READING (GRADES K-8)	BASED ON 2011 3RD-5TH GRADE STUDENTS SCANTRON SCORES, OUR STUDENTS IN THE INTERMEDIATE GRADES ARE FURTHER BEHIND IN READING THAN IN MATH. PRIORITY WILL TARGET INDIVIDUALIZED FOCUS ON FOUNDATIONAL LITERACY SKILLS.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% teachers will have data conversation with grade level team peers about BOY benchmark data in light of previous reading profile.	ILT/ Teacher Teams	All	ILT and Grade Level Teams	Summer 2012	Summer 2012	On-Track	
100% teachers will categorize students into one of three tiers and develop individualized differentiated instruction plans and group supports for every student.	Instruction	All	Core subject teachers	Quarter 1	Quarter 1	On-Track	
Every grade level team will complete thematic interdisciplinary unit plans that targets skill deficits identified through BOY data and subsequent progress monitoring data. Unit to run the first 6 weeks of Quarters 2 and 4.	Instruction	All	All teachers	Quarter 1	Quarter 4	On-Track	
Continued professional development on balanced literacy implementation and differentiated instruction, especially as it pertains to word study and academic vocabulary.	Professional Development	All	Administration and University Partners	On-going	On-going		
100% of Tier II & Tier III-Reading students to participate in reading-intervention Leveled Literacy Instruction (LLI). Leveled Literacy Instruction/intervention the third full week of Quarter 1.	Instruction	Other student group	Rtl Team and Administration	Quarter 1	Quarter 4		
100% teachers complete MOY and EOY benchmark assessment with at-rate progress monitoring between benchmarks. Literacy Team and administration to monitor progress monitoring bi-weekly.	ILT/ Teacher Teams	All	Literacy Team, Administration, and Grade Level Teams	Quarter 1	Quarter 4		
100% teachers engage in at least bi-weekly data conversations and action plan evaluation/revision	Other	All	Grade Level teams	On-going	On-going		
Parent meetings each of the first three quarters to gather and share information about reading foci (anchor standards, key vocabulary, etc.)	LSC/ PAC/ PTA	All	Grade level teams	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
CONTINUE TO OFFER ALGEBRA COURSE FOR 7TH/8TH GRADE STUDENTS DURING REGULAR SCHOOL DAY FOR 2012-2013 SCHOOL TERM	BASED ON 2011 8TH GRADE EXPLORE SCORES, OUR STUDENTS ARE FURTHER BEHIND IN MATH THAN THEY ARE IN READING. THE RIGOR OF THE ALGEBRA COURSE WILL PROMOTE COLLEGE AND CAREER READINESS LEVEL MATHEMATICAL SKILL AND PROMOTE IMPROVED PERFORMANCE ON THE EXPLORE TEST.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% math teachers have data conversations about EOY benchmark data (mCLASS math and/or NWEA) to identify whole class trends	ILT/ Teacher Teams	All	ILT and Grade Level Teams	Summer 2012	Summer 2012		
Revamp the math team (new leadership & increased membership). Math team charged with developing professional development plan for the year that reflects teacher needs assessment and student data. Team to serve as point person(s) for consultants	Instruction	Other student group	Math Team	Quarter 1	Quarter 1		
Every grade level team to complete student instructional prescriptions that target individual skill deficits identified through most recent student data. Teachers to evaluate prescriptions/plans at weekly team meetings.	Instruction	Other student group	Grade level team chairs	On-going	On-going		
Continued professional development, especially on reform math instructional practices and differentiated instruction.	Professional Development	All	Administration	On-going	On-going		
Extended day instruction in math for Tier II students, via after school programming	After School/ Extended Day	Other student group	Rti Team, Resource Coordinator and Administration	On-going	On-going		
100% of math teachers complete MOY and EOY benchmark assessment with subsequent weekly data conversations and action plan evaluation/revision as needed. Data conversations occurring weekly at grade level team meetings.	ILT/ Teacher Teams	All	ILT and Grade Level Teams	On-going	On-going		
100% of math teachers complete progress monitoring between each benchmark using mCLASS math and CBMs based on NWEA resources	Other	All	Grade Level teams	On-going	On-going		
Parent meetings to gather and share information about math focal goals (developmental progression, anchor standards, CCS 8 Math practices, key vocabulary, etc.) and progress towards those goals, prior to each of three report card pick ups.	LSC/ PAC/ PTA	All	Administration & ILT	Quarter 1	Quarter 3		



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
INCREASE QUANTITY OF INFORMATIONAL TEXT, ESPECIALLY 6TH-8TH; IMPLEMENT REVISED EXTENDED RESPONSE PROGRESS MONITORING TOOL & CORRESPONDING STUDENT WORK REVIEW PROTOCOL	BASED ON 2011 8TH GRADE EXPLORE SCORES, OUR STUDENTS PERFORM SIGNIFICANTLY LOWER ON THIS READING ASSESSMENT, RELATIVE TO THEIR PERFORMANCE ON THE SCANTRON-READING EXAM DURING THE SAME PERIOD. INCREASED EXPOSURE TO INFORMATIONAL TEXT AND CORRESPONDING CONSTRUCTED RESPONSE ACTIVITIES WILL INCREASE THEIR ABILITY TO COMPLETE READING COMPREHENSION TASKS

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers have data conversations about BOY benchmark data in light of previous reading profile, especially as it pertains to comprehension of informational text	ILT/ Teacher Teams	All	ILT and Grade Level Teams	Summer 2012	Summer 2012		
Parent meetings to gather and share information about school-wide reading focal points, especially anchor standards in the Reading for Information domain, per the Common Core Standards	LSC/ PAC/ PTA	All	Grade level teams	On-going	On-going		
Every teacher team to design data-driven unit plans that emphasize comprehension of informational texts and selecting anchor texts from suggested list of readings in the CCS Appendix B	Instruction	Other student group	Grade level team chairs	On-going	On-going		
Increased professional development on comprehension of informational texts and extended response/constructed response to informational texts	Professional Development	All	Administration & Literacy Team	On-going	On-going		
Extended day instruction in reading for at least 85% Tier II middle school students needing support for EXPLORE and Selective Enrollment Exam preparation, especially as it pertains to informational text passages and academic vocabulary	After School/ Extended Day	Other student group	RtI Team, Middle School Team, & Literacy Team	On-going	On-going		
100% of teachers complete MOY and EOY benchmark assessment with subsequent data conversations and action plan evaluation/revision as needed, with deep dive in item analysis of informational text test items	ILT/ Teacher Teams	All	ILT and Grade Level Teams	Quarter 2	Quarter 4		
100% of teachers complete progress monitoring between benchmarks and adjust planning, environment, and instruction as needed. Intermediate and upper grades teachers to use the BAS to assess students at W+ reading level	Other	All	Grade Level teams	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