



2012-2014 Continuous Improvement Work Plan

Stephen K Hayt Elementary School

Ravenswood-Ridge Elementary Network

1518 W Granville Ave Chicago, IL 60660

ISBE ID: 150162990252252

School ID: 609976

Oracle ID: 23621



Mission Statement

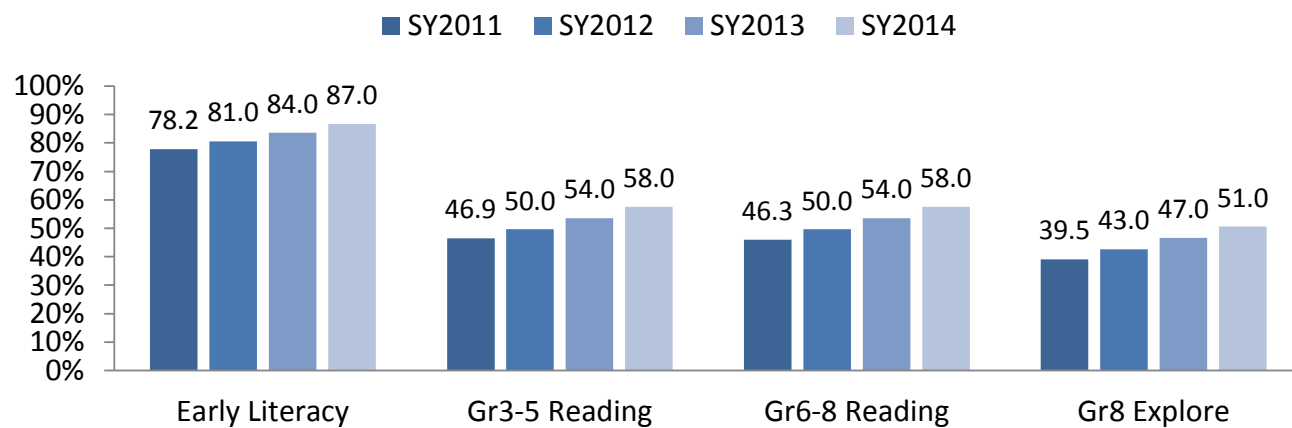
We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful, enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be enriched with opportunities for analytical thinking, reading, writing, and debating. Technology will be an integral part of the curriculum, which will empower students to meet the demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow as life-long learners.

Strategic Priorities

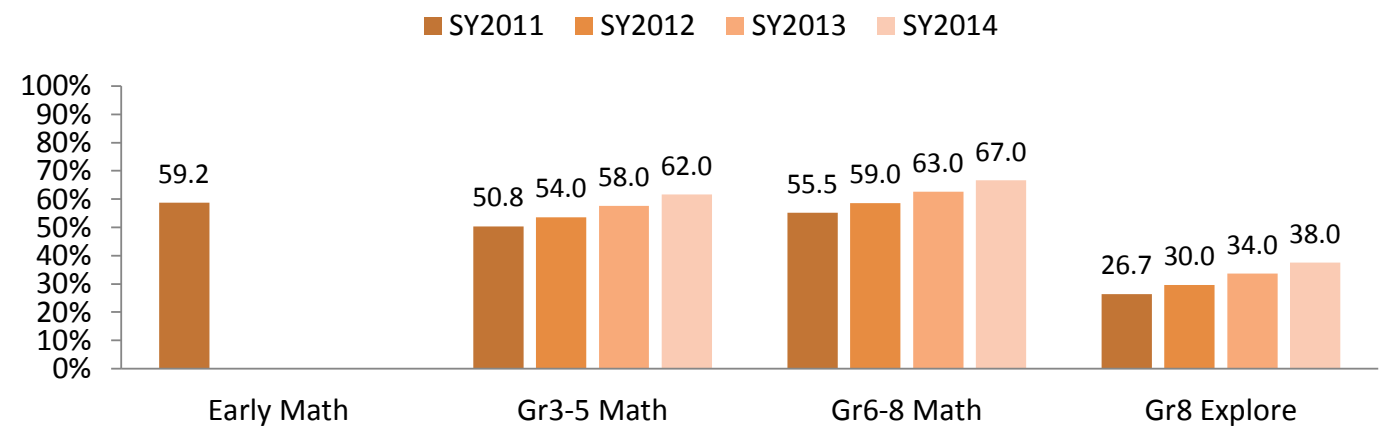
1. Orchestrate a smooth transition from Illinois Learning Standards to Common Core State Standards to improve college and career readiness.
2. Utilize increased instructional minutes to imbue meaningful literacy-building experiences across the curriculum that strengthen all students' abilities to analytically read, think, speak, and write in preparation for high school.
3. Establish and sustain data teams to guide sub-group analyses and determine instructional implications to narrow the achievement gap.
4. Coordinate a family and community engagement plan to enhance participation of all stakeholders in the continued improvement of the school for the advancement of student achievement.

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:	Stephen K Hayt Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Daniel Gomez	Principal
Chris Twomey	Assistant Principal
Dorothy Franklin	Other
Marissa Kondos	Classroom Teacher
Patricia Meagher	Classroom Teacher
Esther Ohiku	Classroom Teacher
Jashvanti Patel	Special Education Faculty
Emily Pineda	Classroom Teacher
Catherine Sandberg	Special Education Faculty
Linda Smentek	Classroom Teacher
Nancy Tarpey Cole	Other



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	78.2	81.0	84.0	87.0		Early Math % of students at Benchmark on mClass	59.2			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.9	50.0	54.0	58.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	50.8	54.0	58.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.9	61.0	65.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.5	70.0	74.0	78.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.3	50.0	54.0	58.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.5	59.0	63.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.5	61.0	65.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.5	65.0	69.0	73.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	39.5	43.0	47.0	51.0		Explore - Math % of students at college readiness benchmark	26.7	30.0	34.0	38.0



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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	96.5	96.5	96.5					
					Misconducts Rate of Misconducts (any) per 100	55.6	49.0	46.0	43.0

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	80.1	83.0	86.0	89.0		ISAT - Reading % of students exceeding state standards	23.2	25.0	27.0	29.0
ISAT - Mathematics % of students meeting or exceeding state standards	86.9	90.0	92.0	94.0		ISAT - Mathematics % of students exceeding state standards	28.6	31.0	33.0	35.0
ISAT - Science % of students meeting or exceeding state standards	80.9	83.0	86.0	89.0		ISAT - Science % of students exceeding state standards	16.6	19.0	21.0	23.0

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 ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We identify clear, measurable goals to narrow the achievement gap and prepare students for post-secondary life. We examine mandated assessments, such as Scantron, DIBLES, and ISAT, as well as curriculum-based assessments, to monitor our progress in achieving our goals.</p> <p>Data teams did not meet consistently in 2011-12 as they have in the past.</p> <p>For years, our strategic plan has been outlined within the SIPAAA, a document that is crafted after we scrutinize our data and professional practices. We have implemented, monitored, and revised this plan with success as is evident in our continuous improvement on state, district, and school-wide assessments. We employed the same analytical process to delineate the priorities in this CIWP.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal of our school affords opportunities for professional growth by encouraging staff to pursue professional development activities. The principal encourages and supports teachers' attainment of National Board Teacher Certification and professional grants, such as Boundless Readers. Moreover, he allocates funds for professional development pursuits.</p> <p>The principal monitors teacher productivity and quality with pre and post conferences based on the Charlotte Danielson model. However, more informal classroom visits – beyond evaluative observations – are needed to deepen the principal's interactions with teachers and students and broaden his perceptions of curriculum and instruction.</p> <p>The principal hosts parent meetings and writes a monthly parent newsletter, but there should be consistent and clear articulation about learning goals and performance data, as well as specific recommendations on how parents can advance student achievement.</p>	

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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 	<p>Teachers embrace leadership responsibility and demonstrate their investment in our success in several ways. All teachers serve on one or more school-based committees. More than half have presented their craft on staff development days. The ILT encourages teachers to present to the staff on how they apply strategies they learn at professional development workshops and to espouse pedagogical beliefs.</p> <p>With a My School, My Voice mScore of 77, Hayt has strong Collective Responsibility.</p> <p>The principal empowers teachers through distributive leadership to have a voice in decision-making. He delegates curriculum decisions to highly qualified teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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 is comprised of two administrators, a literacy specialist, and a math/science specialist. The ILT met in August to identify areas of deficiency in instructional leadership and to devise a strategic plan to resolve shortcomings. One, an ILT member will facilitate each grade level meeting. Two, the ILT will meet weekly to explore curriculum and instruction issues. Three, the ILT will lead three instructional rounds per year. Four, the principal will become more actively involved in curriculum planning and staff development. Five, the ILT will chair the following data teams: Narrowing the achievement gap, monitoring students with disabilities, monitoring students with intervention plans, and enriching our bilingual program.</p> <p>The ILT accomplished part, but not the entire aforementioned plan. While there was a noticeable increase in the number of ILT meetings that focused on curriculum and instruction, we did not establish a sacred time that would be reserved for that purpose. Data teams did not thrive as in years past.</p> <p>The principal increased his involvement with curriculum by participating in some grade level meetings each week. The ILT has improved the quality of instruction through coaching and demonstrations of best practices.</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<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>Data analysis is central in our leadership practices. The school year begins with an in-depth analysis of summative data from the previous year. Teachers determine instructional implications, identify at-risk students, and form initial groupings for differentiation. Throughout the year, we analyze multiple sources of formative data. Teachers submit curriculum-based data and student work to the specialists for review.</p> <p>Data analysis is so ingrained in our culture that most teachers use these techniques to monitor various data that is part of their daily/weekly classroom life. Teachers routinely share their findings from error and item analyses of teacher-created assessments.</p>	<p>4</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>We have created quarterly pacing charts of the Illinois Learning Standards and Illinois Assessment Framework statements in reading and math for years. Teachers revise the pacing charts based on formative and summative assessment analyses. With standards as a stable guide, our ISAT scores have risen. Reading meets and exceeds scores increased from 74.2% in 2009 to 80.1% in 2011. Math meets and exceeds scores increased from 81.2% in 2009 to 86.9% in 2011. The percent of exceeds increased in reading from 19.7 to 23.2 and in math from 22.3 to 28.6.</p> <p>Grade level teams develop common units of study. However, the unit plans do not always provide adequate supports for students with disabilities and ELL.</p> <p>We have begun to implement the Common Core State Standards. We have increased the quantity and quality of nonfiction essay writing. In 2011, 29% of 8th graders exceeded the standards on the district-wide writing assessment and 56% met the standards.</p>	
	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). 	<p>Primary and intermediate reading series include leveled books for guided reading and intervention kits that address the needs of all learners. The upper grade reading series has limited resources. All series are aligned to the Illinois Learning Standards, but are not fully aligned to the Common Core State Standards.</p> <p>Math series lack adequate supports for diverse learners. Teachers compile supplemental materials, but the approach is not systematic. Math and science units must be re-mapped to cover the CCSS. Reading series and classroom libraries need more nonfiction. We have not identified text complexity ranges for CCSS.</p>	
<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. 	<p>Grade level and school-wide teams analyze multiple sources of data throughout the school year: ISAT, DIBLES, EXPLORE, Scantron, fluency snapshots, district-wide and curriculum-based assessments. Teams typically review data in a timely manner. ILT develops protocols to guide data analyses to ensure meaningful conclusions are drawn and instructional implications are examined.</p> <p>Teachers do not consistently follow two critical tenets of standards-based instruction: One, the KRSP Taxonomy is not used to ensure that knowledge, reasoning, and skills correspond to specific product types. Two, assessments are not always developed at the beginning of the unit planning. Consequently, bilingual and special education resource teachers frequently do not receive copies of assessments with sufficient advance notice to plan accommodations and modifications.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Instructional rounds reveal that 85% of teachers post standards-based objectives and procedures. School-wide initiatives yield positive results: Using Bloom’s Taxonomy and QAR question starters for both teachers and students to develop higher level questions, using dynamic discussion rules to fuel student-driven discussions, and providing scaffolds to improve students’ analytical essays and research papers. Most grades outperformed the state by eight or more points in the percent of students who earned a three or four on the ISAT reading extended response. A My School, My Voice mScore of 71 means Hayt has strong Quality of Student Discussion.</p> <p>Instructional rounds reveal that 40% of what we observed was at the top of Bloom’s: Analysis, synthesis, and evaluation. The team concluded that our goal is not to negate the import of knowledge, comprehension, and application. Strategies and questions that stimulate literal and inferential thinking serve a purpose: Build vocabulary and content knowledge. Teachers use formative assessments: Pre tests, oral questioning, and performance rubrics as is evident in observations.</p> <p>Though pilot classes demonstrated significant ISAT growth, etymology program is not implemented with fidelity.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We spent several years improving our School Based Problem Solving systematic approach to identify and support struggling learners. This approach included sustaining a SBPS team who coached teachers in the development and implementation of their intervention plans and through the referral process as needed. During the 2011-12 transition from SBPS to Rtl, unfortunately, that systematic approach was not upheld. The development and implementation of intervention plans and progress monitoring data was not consistently and coherently supported.</p> <p>We use TRC, DIBLES, fluency snapshots, comprehension snapshots, and Scantron to identify particular gaps in skills. Bilingual and special education teachers push-in for co-teaching and small group instruction. Enrichment teachers pull out students for one-to-one or small group interventions.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The ILT prepares a PD plan based on data analyses and the priorities in the SIPAAA. Because the district introduces new topics throughout the year, the plan cannot be fully accomplished.</p> <p>Teachers benefit from on-going coaching from specialists. School-wide initiatives are apparent during instructional rounds. Professional committees have increased productivity by setting schedules and goals. With a My School, My Voice mScore of 60, Hayt has strong Quality Professional Development.</p> <p>Although teachers agree that PD activities are relevant and promote professional growth, there is no thematic design to our staff development plan.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>The ILT creates a schedule for weekly grade level meetings that alternates facilitators between the literacy and math specialists. All team meetings are efficient and productive.</p> <p>Teachers review student work and analyze curriculum-based, district-wide, and progress monitoring data at grade level meetings. Teams compose standards pacing charts, design quarterly assessments, and share strategies. Long-range unit planning is inconsistent.</p> <p>While some teachers collaborate beyond the ILT meeting schedule, more grade level teams need to take ownership and schedule meetings that are not led by the ILT.</p> <p>Because the schedules of bilingual and special education teachers are complex, those teams meet before school. The principal attends special education meetings. The special education team rarely meets with the specialists or attends grade level meetings. The bilingual team meets with the ILT, but does not attend grade level meetings. Special education and bilingual teams utilize communication logs and individual conferences to collaborate with general education teachers.</p>	
	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. 	<p>Though the school does not have a formal written coaching plan, specialists commit 70% or more of each school day to coaching activities, such as facilitating grade level meetings and individualized coaching conversations, modeling lessons, co-teaching, and observing.</p> <p>Some teachers further benefit from peer coaching and cross classroom visitation, but this is not the norm. Less than 10% of the staff participated in a private instructional round with a colleague as the ILT recommended.</p> <p>New teachers have delegated mentors. New teachers would like to have a more formal plan in place that would provide induction support throughout the year.</p> <p>In August, the principal asked staff members to identify their professional development goals, but the follow-up did not occur until 4th quarter.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>College pennants on display coupled with high school bulletin boards serve as visual reminders of future opportunities. Teachers share their collegiate experiences with students.</p> <p>In 6th – 8th Advisory program, students are empowered to acquire the pre-requisite skills for college and career success. Advisory culminates with career projects and Career Day, at which students converse with adults from a range of careers. The lower grades do not have a similar, yet age-appropriate Advisory.</p> <p>Programs for student leadership are more prevalent in upper than in lower grades: Elevate, Student Council, Patriot Players, 1518 News Magazine, and Brothers to Hermano.</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>Homeroom teachers generally advocate for their students and teach them to advocate for themselves. Relationships between students and staff are typically based on mutual respect and caring. However, with a My School, My Voice mScore of 72, Hayt is categorized as needs support on Academic Personalism.</p> <p>The PBIS Check-in/Check-out system offers individualized mentoring for students who need extra support. The PBIS team developed a character education program. The Code of Conduct and the school agenda books are distributed and discussed at the beginning of the year, so behavior expectations are clearly communicated.</p> <p>Students with disabilities are included with the general population on field trips, at parties, during lunch and enrichment periods, and for academic inclusion.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>We adhere to the principles of PBIS to build on students’ positive behavior by offering incentives and support mechanisms, such as Patriot Points, Caught Showing, etc. With a My School, My Voice mScore of 72, Hayt is categorized as strong on Safety.</p> <p>Behavioral expectations are inconsistent between upper and lower grades. We have not determined the efficacy of Friday detention as a deterrent. There is no Rtl structure for behavior intervention plans. The rate of misconduct reports appears high (55.6 per 100) because we report every infraction. Yet, we do not have a discipline problem.</p>	

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 ----->			2
	<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. 	<p>We post assessment results and attendance rates on the data walls in the main office.</p> <p>Our teachers communicate academic goals via parent letters, student contracts, phone calls, and IEP documents.</p> <p>We need to improve communication by consistently drafting grade level newsletters on the critical quarterly concepts, themes, and standards covered in each subject in clear and concise language with information provided in both Spanish and English.</p> <p>We have seen a recent decline in the percent of parents who participated in report card pick up conferences – 88%. Less than a third of parents attend 7th/8th informational sessions on high school planning.</p> <p>We build rapport through the case manager who guides the application process for high school programs. We offer tours to prospective families and share information via our website and marquee.</p>	
	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. 	<p>We connect with families through meet and greets on the playground. Parents feel comfortable stopping by at 8:30 with and without an appointment. Our teachers utilize a variety of methods to confer with parents: In person, email, agenda monitoring notes, and telephone. Teachers confer with parents to discuss students’ academic and social performance, as well as to broaden the teacher’s understanding of each student’s unique qualities. With a My School, My Voice mScore of 61, Hayt is categorized as strong on Involved Families.</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>We nurture deep bonds with our families and community by sustaining a positive and welcoming learning community. Parents and other visitors are welcomed into the building by a pleasant office and security staff who are professional, calm, and helpful with all guests, students and staff. Our colorful bulletin boards, gardens, outdoor sculptures, outdoor classroom, playground, and well maintained building and grounds demonstrate we care about our community.</p> <p>Parent and family attendance is high at thematic assemblies, dance performances, theatrical performances, poetry slams, and Student of the Month celebrations. Families also participate in special evening and weekend activities for literacy, math, Earth Day and World’s Fair.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			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. 	<p>Our administrators, itinerant clinicians, and security staff provide support and connections to our families through home visits, developing WRAP plans, and sharing information about external agencies for families experiencing struggles.</p>	
	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. 	<p>We provide opportunities for college and career exploration and election by implementing the following: Career Day (6th – 8th), Career Exploration Week (K – 8th), High School Investigation Day (8th), Lawyers’ Visitation Day (7th), 2nd Step (4th and 5th) and Chicago Fire Department (K – 3rd) Additionally, motivational speakers and performing artists are frequently invited to work with our students.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>We support students’ preparedness for academic rigor by integrating technology. The Advisory program affords opportunities for students to set and monitor academic goals, learn organization and time management strategies, and research colleges/careers of interest. University partnerships provide extra teachers that ensure students receive the attention they need to succeed. Students receive extra support before and after school.</p> <p>Of the 63 eighth graders who applied to a selective enrollment, magnet, or International Baccalaureate high school in 2012, 48% were accepted.</p>		
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. 	<p>Our students are exposed to a wide range of extracurricular and enrichment opportunities, such as Brothers to Hermano, Girls on the Run, Robotics, Elevate, Student Council, Patriot Players, Ballroom Dancing, Spirit Day, Sports, Ballet, Student Publications, Roots and Shoots, and thematic school-wide assemblies.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>We embed test preparation within the curriculum. In 3rd – 8th grades, we create English quarterly exams to simulate the EXPLORE format. We analyze EXPLORE results to identify college-readiness standards to align with IAFs. EXPLORE English scores have increased from 44% at/above benchmark in 2009 to 55% in 2011. Reading scores have increased from 17% at/above benchmark in 2009 to 41% in 2011.</p>	
	College & Career Admissions and Affordability ----->			2
	<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>In Advisory, students learn about college options and costs. However, the extent of the research and discussions varies by teacher. Parents are not provided with any information about college.</p>	
Transitions ----->			3	
	<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>Effective transitions are supported through Advisory, High School Investigation Day, Freshmen Connection, and meetings with counselor. Through increased vertical articulation, we are bridging the gap between benchmark and preceding grades</p> <p>From 2008 to 2011, 8th grade on track to graduate high school rates have risen from 69% to 77%. It is notable that even students who did not meet the standards on 8th grade ISAT also increased their on-track graduation rates from 42% to 62%.</p> <p>We need stronger vertical articulation with our feeder high school.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>As part of the school improvement planning process, the ILT aligns priorities, activities, and allocation of discretionary funds. For example, we are allocating funds to purchase book sets because we have identified a weakness in the "range of complexity" strand of CCSS. From reducing class size to retaining specialists to purchasing supplies, all fiscal decision-making is based on the priorities we set forth in our strategic plan.</p> <p>We cultivate partnerships with universities and community organizations to acquire additional resources for our students: Centro Romero, Raven Theater, Loyola University, Gethsemane, Northwestern, Target, Kiwanis, Erickson Institute, Chicago Sinfonietta, etc.</p>	
	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. 	<p>The following factors have directed the hiring of new staff members: Grade levels with an influx of students or class size, technology needs, and students' needs. A literacy and math specialist have been retained to support teachers and students through coaching and curriculum development. A technology coordinator has been hired to support testing and maintain equipment.</p> <p>Our partnership with Loyola provides resident teachers who spend the majority of the year working in collaboration with our teachers. We have hired several of these student teachers for teaching positions, assistant positions or in temporarily assigned positions.</p> <p>Administrators have worked with Teach for America and CPS Candidate Gateway to identify the most qualified candidates. Our interview protocol includes questions related to teaching philosophy, knowledge of best practices, expertise, and commitment. Teachers are inconsistently included in the process.</p>	
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. 	<p>The master schedule is constructed so grade level teachers have common planning periods. One period per week is designated for grade level meetings with the ILT.</p> <p>Bilingual resource and special education teachers were not included in past grade level meeting schedules. The principal resolved this problem in the 2012-13 schedule.</p> <p>Enrichment teachers and teacher assistants have scheduled pull-out times to implement interventions. Teachers specify times for guided reading and in-class interventions in their homeroom schedules.</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

We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful, enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be enriched with opportunities for analytical thinking, reading, writing, and debating. Technology will be an integral part of the curriculum, which will empower students to meet the demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow as life-long learners.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Orchestrate a smooth transition from Illinois Learning Standards to Common Core State Standards to improve college and career readiness.	<p>Even though the percent of students meeting English and reading standards on EXPLORE has risen by 11% and 24%, respectively, from 2009 to 2011, over half of our students (59%) graduate without demonstrating mastery of college readiness standards.</p> <p>Math and science are our weak areas on EXPLORE because the college-readiness standards and the IAFs have few commonalities by grade. There are simply not enough instructional minutes to sufficiently cover both sets of standards, so the emphasis has been on the IAFs in preparation for the ISAT. Subsequently, while English and reading EXPLORE scores are steadily increasing, math and science scores are not. Science has remained at 12% who meet the standards. Math has fared slightly better, increasing from 23% to 28%.</p> <p>With our transition to the CCSS, the instructional focus will no longer be divided between two distinct sets of standards, which should improve students' college readiness.</p>

2	Utilize increased instructional minutes to imbue meaningful literacy-building experiences across the curriculum that strengthen all students' abilities to analytically read, think, speak, and write in preparation for high school.	<p>The percent of students who meet literacy standards on both the ISAT and EXPLORE have steadily increased for years. However, there is a significant gap between the percent who meet IAF standards and those who meet CCSS standards, 80% and 41%, respectively.</p> <p>The literacy expectations in CCSS surpass those in IAF. In order to adequately prepare students for the literacy demands throughout the high school curriculum, we must increase both the quantity and the quality of literacy-building opportunities in all subject areas.</p>
3	Establish and sustain data teams to guide sub-group analyses and determine instructional implications to narrow the achievement gap.	<p>On track to graduate high school rates for students with disabilities have dropped from 63% to 40%. The achievement gap persists with African American and Hispanic males graduating at disproportionately lower rates, 69% and 60%, respectively.</p> <p>According to the NCLB Accountability Summary, the performance of ELL in reading declined from 63.9% who met standards in 2009 to 54.3% in 2011. An achievement gap persists for Blacks with 15% fewer Black students meeting state standards than Asian students. The five year ISAT trend for students with disabilities shows no growth from 33.3% in 2007 to 33.3% in 2011.</p> <p>On the mid-year 2012 Scantron, 64% of ELL did not meet growth targets.</p> <p>By assigning specific data teams to keep track of formative sub-group data, teachers will receive more timely and meaningful analysis that will inform instructional decision-making.</p>
4	Coordinate a family and community engagement plan to enhance participation of all stakeholders in the continued improvement of the school for the advancement of student achievement.	<p>In our evaluation of the School Effectiveness Framework, we rated ourselves a 2 on family and community engagement. We have noted a decline in the percent of parents who attend report card pick up conferences from 95% in 2010 to 88% in 2012. There is consistently low attendance in the number of parents who attend informational meetings and parent workshops, especially in middle school. Additionally, only 5% of parents provided feedback on the My Voice, My School survey.</p> <p>Because a significant corollary exists between parent involvement and student achievement, we must improve the extent of parent participation in order for our students to excel. Furthermore, we need to build relationships within the community to provide additional resources for our students and parents. A family and community engagement plan will enable us to achieve these two critical goals.</p>
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
Orchestrate a smooth transition from Illinois Learning Standards to Common Core State Standards to improve college and career readiness.	Even though the percent of students meeting English and reading standards on EXPLORE has risen by 11% and 24%, respectively, from 2009 to 2011, over half of our students (59%) graduate without demonstrating mastery of college readiness standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Bolster school-wide math and science curriculum through vertical mapping of CCSS and by monitoring the fidelity of its implementation.	Instruction	All	ILT	Quarter 2	On-going		How measured? Lesson plans, observations, instructional rounds, and curriculum-based assessments
Devote a minimum of 70% of the math and literacy specialists' day to coaching activities (facilitating meetings and coaching conversations, modeling lessons, co-teaching, and observing) to ensure math, reading, and science unit planning is aligned to CCSS and includes support for struggling learners.	Instruction	All	ILT	Quarter 1	On-going		How measured? Observations, instructional rounds, lesson plans, and curriculum-based assessments
Coordinate a year-long, thematic staff development plan to enrich professional development activities, professional learning communities, and grade level discussions and monitor its impact on instruction.	Instruction	All	ILT	Summer 2012	Year 2		How measured? Instructional rounds, lesson plans, and surveys
Conduct a school-wide inventory of existing math supplements and invest in supplemental materials, accordingly, to improve students' foundation skills.	Instructional Materials	All	ILT	Quarter 1	Quarter 1		How measured? Curriculum-based and district assessments
Purchase research-based intervention materials for literacy and mathematics.	Instructional Materials	Students With Disabilities	ILT	Quarter 1	Quarter 1		How measured? Curriculum-based and district assessments



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Utilize increased instructional minutes to imbue meaningful literacy-building experiences across the curriculum that strengthen all students' abilities to analytically read, think, speak, and write in preparation for high school.	The percent of students who meet literacy standards on both the ISAT and EXPLORE have steadily increased for years. However, there is a significant gap between the percent who meet IAF standards and those who meet CCSS standards, 80% and 41%, respectively.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of range of text complexity in reading and social studies and invest in supplemental fiction and nonfiction, accordingly.	Instructional Materials	All	ILT	Quarter 2	Summer 2013		How measured? Curriculum-based assessments and lesson plans
Purchase subscriptions to non-fiction magazines for all grades to incorporate more non-fiction reading and writing.	Instructional Materials	All	ILT	Quarter 1	Year 2		How measured? Curriculum-based assessments and lesson plans
Conduct quarterly instructional rounds with a problem of practice that emphasizes oral and written analytical discourse.	Instruction	All	ILT	Quarter 1	Year 2		How measured? Instructional rounds and curriculum-based assessments
Analyze the referral/selection process for the Comprehensive Gifted Program and its accuracy rate in predicting qualified candidates and adjust process, accordingly.	Instruction	Other student group	Teacher Leaders	Quarter 2	Quarter 3		How measured? Report card grades and curriculum-based assessments
Coordinate and monitor an induction system for new teachers that will ease their transition into the school's culture and lead to effective implementation of school-wide instructional initiatives and procedures.	Instruction	All	ILT	Quarter 1	Year 2		How measured? Lesson plans, observations, instructional rounds, and curriculum-based assessments
Extend 8th grade high school investigation activities to sixth and seventh grades.	Instruction	All	ILT	Quarter 3	On-going		How measured? Lesson plans
Coordinate vertical articulation days for middle school and feeder high school and monitor progress in bridging instructional gaps.	Instruction	All	ILT	Summer 2012	On-going		How measured? District and curriculum-based assessments; acceptance rate to high schools/programs of choice
Coordinate college and career readiness activities for primary grades at monthly meetings and monitor progress (through data analyses) in bridging instructional gaps between benchmark and preceding grades.	Instruction	All	ILT	Quarter 1	On-going		How measured? Curriculum-based assessments and lesson plans



Strategic Priority 2

Invest in fiction and nonfiction book sets for each grade level that are representative of minority cultures to celebrate diversity and to inspire African-American and Hispanic students to read more analytically as they identify with characters, events, and themes that reflect their worldview.	Instructional Materials	Other student group	Grade Level Teams	Quarter 1	Quarter 3		How measured? Lesson plans and narrowing achievement gap on district and curriculum-based assessments
Resume Multi-Cultural Week each semester to engage all students in enrichment activities that center on a book/story that is read school-wide. Resume quarterly assemblies that celebrate each culture (Hispanic, African-American, and Asian) and culminate in the annual International Festival. Performances are developed in alignment with reading, writing, social studies, and/or math curriculum.	Instruction	All	Grade Level Teams	Quarter 1	On-going		How measured? Lesson plans and narrowing achievement gap on district and curriculum-based assessments

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
Establish and sustain data teams to guide sub-group analyses and determine instructional implications to narrow the achievement gap.	On track to graduate high school rates for students with disabilities have dropped from 63% to 40%. The achievement gap persists with African American and Hispanic males graduating at disproportionately lower rates, 69% and 60%, respectively.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Maintain a data team meeting schedule that corresponds to curriculum-based and district-wide assessment dates.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		How measured? Meeting sign in sheets and agendas
Include a presentation by data teams on each professional development agenda to examine instructional implications.	Instruction	All	Teacher Leaders	Quarter 1	On-going		How measured? Agendas, surveys, and curriculum based assessments
Include presentations by data teams at parent meetings at least once per quarter and provide homeroom incentives to increase parent attendance at school-wide events.	ILT/ Teacher Teams	All	Teacher Leaders	Quarter 1	On-going		How measured? Agendas and rate of participation
Develop and monitor a system for teachers to submit curriculum-based assessment data to the appropriate data team twice per quarter.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		How measured? Curriculum-based assessments
Re-design special education and bilingual schedules for participation in weekly grade-level meetings.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		How measured? Meeting sign in sheets and agendas
Renew 3rd – 8th Study Island license and extend to primary grades.	Instruction	All	ILT	Summer 2012	Summer 2012		How measured? Curriculum-based assessments
Coordinate and monitor an RtI system that includes bi-monthly RtI team meetings, analysis of progress monitoring data, and coaching support for teachers in the development of intervention plans.	Instruction	Other student group	ILT	Summer 2012	On-going		How measured? Progress monitoring and curriculum-based assessments



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
Coordinate a family and community engagement plan to enhance participation of all stakeholders in the continued improvement of the school for the advancement of student achievement.	In our evaluation of the School Effectiveness Framework, we rated ourselves a 2 on family and community engagement. We have noted a decline in the percent of parents who attend report card pick up conferences from 95% in 2010 to 88% in 2012. There is consistently low attendance in the number of parents who attend informational meetings and parent workshops, especially in middle school. Additionally, only 5% of parents

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish and monitor a system for grade level teams to submit quarterly newsletters that outline curriculum and assessment goals and accomplishments.	Parental Involvement	All	ILT	Summer 2012	On-going		How measured? Rate of submissions
Establish subcommittees to coordinate a range of family events each quarter in core areas and the arts.	Parental Involvement	All	Teacher Leaders	Summer 2012	On-going		How measured? Subcommittee agendas; parent sign-in sheets and evaluations
Create a comprehensive list of community resources for parents.	Parental Involvement	All	Case Management Team	Quarter 2	Quarter 2		How measured? Parent surveys
Coordinate events and announcements about our accomplishments each quarter with the Alderman's office.	Parental Involvement	All	ILT	Quarter 1	On-going		How measured? Rate of community participation in events
Coordinate activities for school-wide Career Awareness week.	Parental Involvement	All	Teacher Leaders	Quarter 3	Quarter 4		How measured? Rate of community participation in events



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

Action Plan

Monitoring

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