Robert Healy Elementary School

Pershing Elementary Network

3010 S Parnell Ave Chicago, IL 60616

ISBE ID: 150162990252254

School ID: 609979

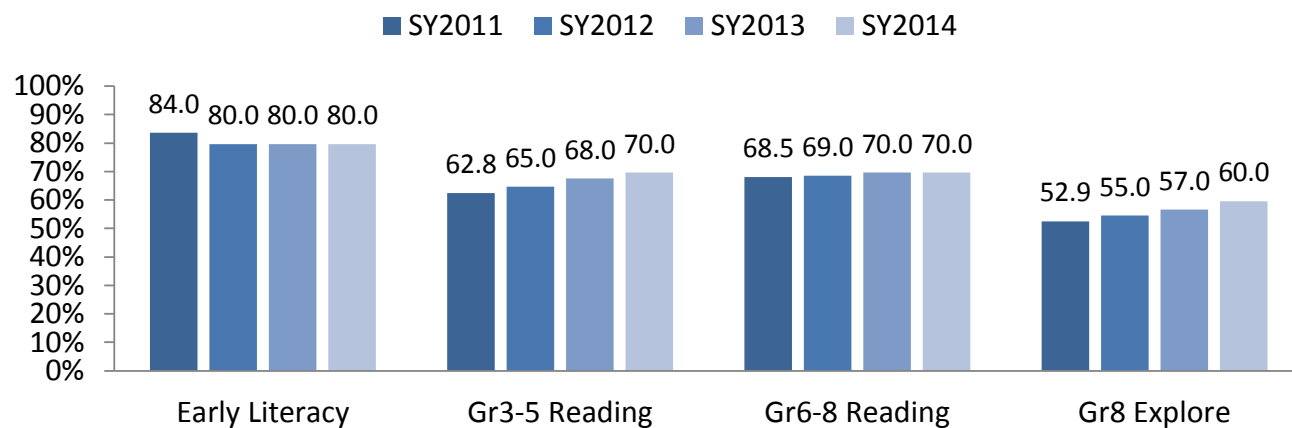Oracle ID: 23651

Mission Statement

Robert Healy School, a Fine and Performing Arts Magnet Cluster School, is a vibrant learning community whose integrated rigorous curriculum is aligned Common Core State Standards to meet the needs of all students. Our focus on literacy, math, technology and the arts, provides a high quality college and career ready education for all students. We accomplish this by utilizing partnerships with parents, community organizations, cultural institutions, universities, and corporations.
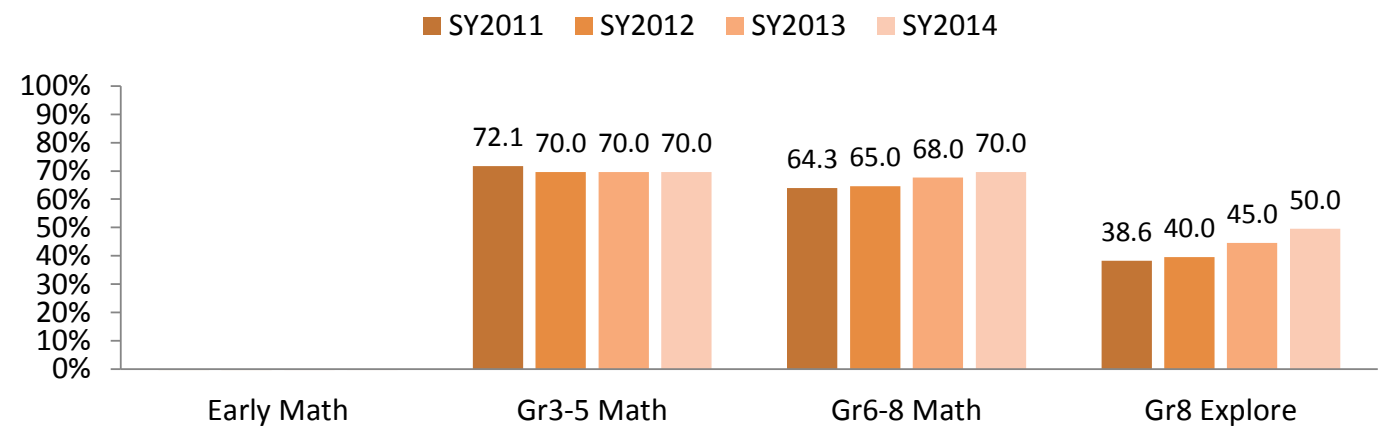
Strategic Priorities

1. Interventions for Struggling Students in Reading and Math (RTI & Walking R/M)

2. Bilingual Students and Students with IEP's

3. College & Career Readiness

4.

5.

School Performance Goals

Literacy Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	84.0	62.8	68.5	52.9
SY2012	80.0	65.0	69.0	55.0
SY2013	80.0	68.0	70.0	57.0
SY2014	80.0	70.0	70.0	60.0

Math Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011		72.1	64.3	38.6
SY2012		70.0	65.0	40.0
SY2013		70.0	68.0	45.0
SY2014		70.0	70.0	50.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Robert Healy 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
Alfonso Carmona	Principal
Elizabeth Schmitz	Lead/ Resource Teacher
Mary Lynch	Classroom Teacher
Denise Fitzgerald	Classroom Teacher
Kathleen Salzman	Lead/ Resource Teacher
Sheila Wong	Classroom Teacher
Rocio Arellano	ELL Teacher
Kelly Hopp	Support Staff
Kellie Sorrell	Lead/ Resource Teacher
Jean Hickey	Special Education Faculty
Phyllis Perry	LSC Member
Miguel Prieto	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	84.0	80.0	80.0	80.0	**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA

3rd - 5th Grade

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	62.8	65.0	68.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	72.1	70.0	70.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.4	70.0	72.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	80.0	75.0	75.0	75.0

6th - 8th Grade

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	68.5	69.0	70.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	64.3	65.0	68.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.3	70.0	72.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.4	65.0	70.0	75.0

8th Grade

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	52.9	55.0	57.0	60.0	**Explore - Math** % of students at college readiness benchmark	38.6	40.0	45.0	50.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.6	97.0	97.0	98.0		Misconducts Rate of Misconducts (any) per 100	11.3	10.0	10.0	10.0

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	86.1	91.0	91.0	92.0		ISAT - Reading % of students exceeding state standards	29.9	30.0	35.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	90.1	93.0	93.0	93.0		ISAT - Mathematics % of students exceeding state standards	45.1	45.5	47.0	50.0
ISAT - Science % of students meeting or exceeding state standards	79.7	80.0	82.0	85.0		ISAT - Science % of students exceeding state standards	23.4	25.0	26.0	30.0

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
Goals and theory of action		-->	**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• The school has established clear, measurable goals for students through the use of NWEA growth charts throughout the school from Grades 3-8. • The school has established the use of student goal setting worksheets that inform both students and parents of the current achievements and goals for the interim period. • The school has established the use of class and individual conferences, targeting the strengths and weaknesses of the current data. • The administration and staff has dedicated numerous hours of professional development to the analysis and implementation of the data within the classroom. • The school has established a strategic plan, the Response To Intervention (RTI), to focus on the school's academic priorities based on the data.	
Principal Leadership		-->	**3**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• The staff has received professional development on common core standards, identifying Best Practices for instruction by grade level. • Principal creates an opportunity for students and parents to participate in a high school fair, exposing both to a wide variety of options based on individual needs and interest. • Administration meets with Grades 6-8 students and parents to discuss the use of the high school calculator in determining goals and possible outcomes for secondary education. • The upper grade team has received professional development and continues professional development on the implementation of Explore for the 8th grade. • The upper grade math committee has collaborated on the current algebra readiness and algebra proficiency classes, and plans to expand the student participation. • Grades K-5 have incorporated the Reading Street series to include higher order thinking skills and exposure to more differentiated material.	

DIMENSION 1: Leadership

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Each teacher is invested in the success of the school through the leadership in one or more areas, including: o ILT membership o Grade/Course team lead o RTI team (Houcek, Schultz, Perry) o Mentor Teacher (Chicago New Teacher's Academy) o Curriculum Team (grade level teams) o Coach o Family Liaison (PAC/BAC) o Data Team (Part of ILT team) o Bilingual Lead (Arrellano) o SIPAAA/CWIP team o Union Representative o Grant Writer (Sorrell or need) o Each teacher has equity of voice in grade/course, ILT and whole staff meetings. o Each teacher is encouraged to share learning about effective practice from PD or visits to other schools (Sped visited Shields, Algebra with PLC). Teachers bring back best practices to share with colleagues. K attends Kinder-Counts for Reader/Writer Workshop. Bilingual teachers attend EL Acheive meetings to implement program.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Robert Healy Elementary School

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• The school's ILT is assembled based on the combination of the knowledge and expertise needed to make decisions for all students and staff. Each grade and special population is represented by staff. • The school's ILT's area for growth is to improve teacher participation and transparency with actions and functions that affect the school.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• The school has a systematic approach to using the RIT levels to improve student success. • The staff needs to be more consistent in their collaboration with other teachers that see the same students. The staff needs to be more proactive in the use of data in planning and implementation in the classroom. The staff needs to be consistent in its use of technology (Google Docs, Data templates, e.g.) in data display and interpretation.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Each grade level has met to develop curriculum scope and sequence. The staff will need to adjust curriculum maps to incorporate common core standards. • Grades K-8 are consistently using the same reading series, aligned to common core standards. • The staff requires additional time to integrate science and social studies components into the reading series to further align with the common core. Additional time also needed for collaboration between classroom/SPED/Bil teachers on best practices and differentiated instruction to meet the needs of all learners with the focus on rigor. • Two SPED cross-categorical classrooms will be created to address the growing need of the SPED population.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Each grade level has a set of instructional materials that are aligned with standards. Grades K-5 is using Reading Street and Grades 6-8 is using Pearson Literature. Both series have adaptive materials to differentiate for the Bilingual and Special Education population. • Additional time also needed for collaboration between classroom/SPED/Bil teachers on best practices and differentiation on all series.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Time is provided for vertical and horizontal teams to analyze data. • Each grade level collaborates on unit plan and shares a comprehensive set of assessments to monitor student learning. Interim assessments are used to monitor and allow for movement of students between instructional classrooms. • Assessment methods are aligned with standards being assessed. • Assessments accommodations and modifications are in place for Special Education and Bilingual students. Accommodations and modifications in the least restrictive environment need to be consistent throughout departmentalized classrooms. DIBELS cannot be modified for Special Education or Bilingual students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Communication of the learning objective is inconsistent across grade levels and classrooms. Teachers need to constantly refer back to the objective as the class progresses as well as the relevance of the learning. • Teachers need to plan for the consistent use of higher order thinking skills in lessons and projects to enforce rigor in the classroom. • There is inconsistent use of scaffolding instruction instead of whole group.	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• The school has a systematic approach to administering screening assessments to identify students in need of academic interventions beginning Response To Intervention (RTI). • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps through the Easy Curriculum-Based Management website. • Interventions at the secondary level include small group instruction, RTI groups, push-in support by specialists, one on one support and additional supports outside of the classroom through afterschool grade-level tutoring programs and Supplemental Educational Services (SES). • There isn't a school-wide system in place to monitor interventions.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• Whole staff professional development occurs regularly, but topics vary based on district priorities than school priorities. • School needs to develop a method for monitoring effective professional development.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Teachers collaborate weekly through grade-level meetings. • Teachers and specialists meet inconsistently and need to develop a schedule to target Special Education and Bilingual students. • Teacher teams need to share ownership for curriculum pacing and results in student learning. Teams need to be inclusive of general education, special education, and bilingual teachers. • There are meeting agendas, but no clear protocols or norms for discussion. Topics are varied depending on the academic calendar.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• The school is in partnership with the New Teacher Center for mentorship of all new teachers. • New teachers are provided with informal induction support. • Teachers self-reflect on strengths and areas for improvement regarding professional development. • Although teachers are observed on a regular basis (informal/formal observations) teachers only received after formal observations. • Peer coaching and cross classroom visitations and observations are informally done.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• 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 through the use of the high school fair, the high school calculator meetings, What's Next Illinois, and alumni visits. Space is dedicated to acknowledge and celebrates the acceptances and achievements of all graduating students. • Students have access to Algebra I and the Algebra Exit Exam.	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals. Students have access to adults and programs in regards to health, bullying, and choices. • Patterns of interactions, both between adults and students and among student, are respectful, with appropriate, fair responses to disrespectful behavior in accordance to the Student Code of Conduct. • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate the value of home language and culture. The school promotes cultural awareness and acceptance through cultural celebrations, field trips, speakers,	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral interventions that recognizes and builds on positive behavior in accordance with the Student Code of Conduct. • Staff establishes and maintains a safe, welcoming school environment.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**4**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• 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 ISAT scores, utilize agenda books, update the school and individual websites, and discuss the school newsletter. • Teachers and the administrative staff hold goal setting conferences for the NWEA. • The school community attends report card pick up with a 99.9% completion rate.	
	Ongoing communication	--->		
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• 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. • Teachers and parents communicate through notes, the school agenda, email, and phone conversations. • Expectations are highlighted in the monthly newsletter.	
	Bonding	--->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes a non-threatening, welcoming environment. • The principal invites the community to attend principal-lead discussions on current issues that impact the student body. • The school staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community through performances, exhibitions, Open House, high school fairs, academic competitions, literacy and math events, Clean & Green, school walk-a-thon, and food drives.	

Date Stamp November 22, 2012

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
Specialized support -->			2
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• School staff provides required services to students within the school building/typical school hours. Counselors and social workers provide a list of community resources that families can access.	
College & Career Exploration and election -->			3
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• 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. The 8th grade students participate in What's Next Illinois and the Explore test. The teachers discuss results and expectations with students.	
Academic Planning -->			3
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• 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. • The school is implementing a new reading series, aligned with the Common Core Standards. • The school is focusing on clarifying the daily objectives as well as the overall goals in unit planning and curriculum mapping.	
Enrichment & Extracurricular Engagement -->			3
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	• The school ensures equitable exposure to wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school as aligned with the school's mission statement of being a fine and performing arts magnet cluster school. • Students have access to drama, dance, ensemble, yearbook, sports, Boy Scouts, patrol, math	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• The school promotes preparation, participation, and performance in college and career assessments through the Explore test and staff conferences.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	High School Only	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. The students with special needs complete a transition plan through collaboration between student, teacher, and parent.	

Date Stamp November 22, 2012

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**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• School allocates discretionary spending to align with identified needs and strategic priorities through grade level tutoring. • School actively identities and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. The staff has accessed Friends of Uncle Mike, Donors Choose, the Asian Health Coalition, Madison Dearborn, the Chinatown Chamber of Commerce, the Art Institute of Chicago, Chicago Arts Partners in Education, Arts Resources in Teacher, Roosevelt University, Concordia University, and DePaul University. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	
	Building a Team -------->			**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Hiring is a multistep interview process including 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. • School actively works to pool potential staff and advertises for new applicants for any changes in open positions.	
	Use of Time -------->			**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• 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 through common planning time daily. • Struggling students receive structured intervention in dedicated RtI blocks.	

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

Robert Healy School, a Fine and Performing Arts Magnet Cluster School, is a vibrant learning community whose integrated rigorous curriculum is aligned Common Core State Standards to meet the needs of all students. Our focus on literacy, math, technology and the arts, provides a high quality college and career ready education for all students. We accomplish this by utilizing partnerships with parents, community organizations, cultural institutions, universities, and corporations.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Interventions for Struggling Students in Reading and Math (RTI & Walking R/M)	According to NWEA data there is a need for differentiation in the classrooms. 90% of classrooms have students spanning across 4 or more RIT bands, which makes direct instruction not the best way to reach every student. Therefore, there will be a school-wide deployment of Walking Reading and Math with students grouped by RIT bands (strands) or DIBELS data across multiple grade levels on a daily basis. This 40 minute period will utilize teacher strengths and involve every teacher in the school, allowing for specific targeting of students' academic needs. Students will be grouped in like ability levels in order to meet individual needs and provide rigor and enrichment. The groups will be flexible allowing for students to move in and out of groups based on their areas of need.By providing this targeted instruction daily to these leveled groups, we will close the achievement gap of our students.
2	Bilingual Students and Students with IEP's	For the last two years our school has been able to reduce the number of students below standards. However, we have not been able to close the gap when it comes to students in the bilingual program and/or students with IEP. At this point, only 67% of our bilingual students and 48% of our students with IEP are meeting or exceeding state standards. Compare to 91% of students in the regular program. It is clear to us that we need to focus our efforts in improving instruction for students in these two programs.
3	College & Career Readiness	Only 67% of all our students are meeting college readiness standards in reading and math. Therefore, a shift in the rigor of our curricula is needed. Exposing students to more complex text, purchasing a new math series that is aligned to CCSS, and professional development for our teachers is going to be necessary in order to achieve our goal of having 70% of our students meeting college readiness standards by 2014.
4		
5		

2012-2014 Continuous Improvement Work Plan

Robert Healy Elementary School

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
Interventions for Struggling Students in Reading and Math (RTI & Walking R/M)	According to NWEA data there is a need for differentiation in the classrooms. 90% of classrooms have students spanning across 4 or more RIT bands, which makes direct instruction not the best way to reach every student. Therefore, there will be a school-wide deployment of Walking Reading and Math with students grouped by RIT bands (strands) or DIBELS data across multiple grade levels on a daily basis. This 40 minute period will utilize

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Walking Reading - 40 Minutes Every Day	Instruction	All	All Teachers	Quarter 1	On-going		
Walking Math - 40 Minutes Every Day	Instruction	All	All Teachers	Quarter 1	On-going		
RTI Tier 3 Intervention	Instruction	Other student group	K-4 Teachers	Quarter 1	On-going		
Compass Learning Perpetual License Maintanance	Equipment/ Technology	All	All Homeroom Teachers	Quarter 1	On-going		
Full Implementation of ELL Compass Learning Component	Equipment/ Technology	English Language Learners	All Bilingual Teachers	Quarter 1	On-going		
After school tutoring Monday & Tuesday	After School/ Extended Day	Other student group	Principal	Quarter 1	On-going		

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
Bilingual Students and Students with IEP's	For the last two years our school has been able to reduce the number of students below standards. However, we have not been able to close the gap when it comes to students in the bilingual program and/or students with IEP. At this point, only 67% of our bilingual students and 48% of our students with IEP are meeting or exceeding state standards. Compare to 91% of students in the regular program. It is clear to us that we need to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Full Implementation of ELL Compass Learning Component	Equipment/ Technology	English Language Learners	All Bilingual Teachers	Quarter 1	On-going		
Adding two bilingual positions (Cantonese/Mandarin)	Staffing	English Language Learners	Principal	Quarter 1	On-going		
Adding two special education positions	Staffing	Students With Disabilities	Principal	Quarter 1	On-going		
Full implementation of the EL Achieve program	Instruction	English Language Learners	K-3 grade teachers	Quarter 1	On-going		
Walking Reading	Instruction	Other student group	K-3 grade teachers	Quarter 1	On-going		
After school Special Ed program	Equipment/ Technology	Students With Disabilities	Special Ed teachers	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
College & Career Readiness	Only 67% of all our students are meeting college readiness standards in reading and math. Therefore, a shift in the rigor of our curricula is needed. Exposing students to more complex text, purchasing a new math series that is aligned to CCSS, and professional development for our teachers is going to be necessary in order to achieve our goal of having 70% of our students meeting college readiness standards by 2014.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Adding one 3rd grade and a kindergarten class to reduce class size	Staffing	Not Applicable	Principal	Quarter 1	On-going		
Purchase of new math series aligned to CCSS	Instructional Materials	All	Assistant Principal	Quarter 3	Year 2		
Implementing interim assessments in-between NWEA windows	Supplies						
Increase number of students taking algebra class	Instruction	Not Applicable	Upper grade math teachers	Summer 2013	On-going		
Individual high school informational meetings	Parental Involvement	Other student group	Admin Team	Quarter 1	On-going		
Implementation of a Career Day	Other	All	Admin Team	Summer 2013	Year 2		
CCSS PD for teachers (developing units)	Professional Development	All	ILT	Quarter 1	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