Phobe Apperson Hearst Elementary School

Midway Elementary Network

4640 S Lamon Ave Chicago, IL 60638

ISBE ID: 150162990252255

School ID: 609981

Oracle ID: 23671
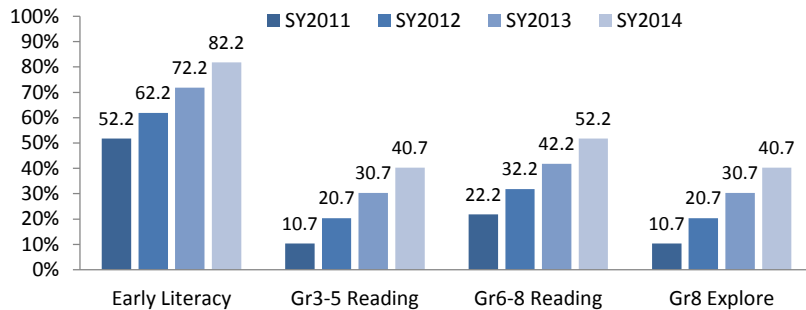
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Mission Statement

Our mission at Phoebe A. Hearst Elementary School is to provide a nuturing, academically rigorous, and safe learning environment for all scholars
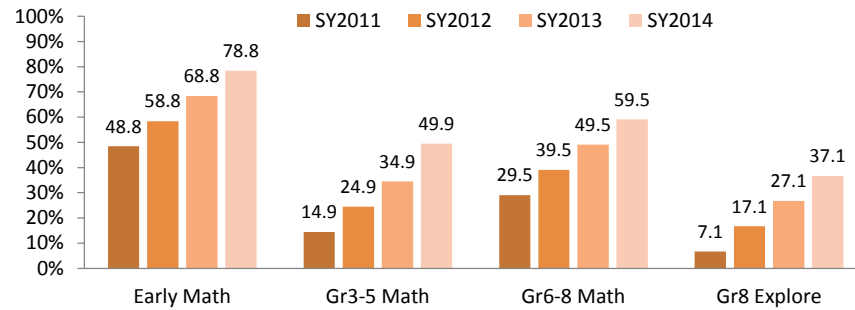
Strategic Priorities

1. Instruction-Teachers will deliver Common Core aligned instruction supported by high-quality curricula and instructional practices.

2. Interventions-The focus of this priority is to ensure all children receive an education that is fitting and tailored to their needs

3. Technology - The focus of this priority is to ensure that Hearst students receive an educational experience that will allow them to function effectively in a multi -literate society.

4. Safety and Security-The focus of this priority is to ensure that Hearst students, staff, and community are able to co-exist in a learning environment that promotes saftey, positive behavior, and necessary behavioral safeguards

5. Community-The focus of this priority is to ensure that the Hearst School community works together harmoniously to ensure

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	52.2	62.2	72.2	82.2
Gr3-5 Reading	10.7	20.7	30.7	40.7
Gr6-8 Reading	22.2	32.2	42.2	52.2
Gr8 Explore	10.7	20.7	30.7	40.7

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	48.8	58.8	68.8	78.8
Gr3-5 Math	14.9	24.9	34.9	49.9
Gr6-8 Math	29.5	39.5	49.5	59.5
Gr8 Explore	7.1	17.1	27.1	37.1

Date Stamp November 22, 2012

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:	Phobe Apperson Hearst 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
Jeffrey O. Porter	Principal
Dawn Richardson	Assistant Principal
Kathleen Dorsey	Counselor/Case Manager
Susan O'Neill	Classroom Teacher
Shawniqueka Elam	Classroom Teacher
Shelly Mitchell	Classroom Teacher
Juanita Rodriguez	Lead/ Resource Teacher
Patricia Sampson	Classroom Teacher
Jonathan Serrano	Other
Karrah Davis	Other
Joseph Nash	Parent/ Guardian
Hilda Reyes	Parent/ Guardian

2012-2014 Continuous Improvement Work Plan

Phobe Apperson Hearst Elementary School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	52.2	62.2	72.2	82.2	**Early Math** % of students at Benchmark on mClass	48.8	58.8	68.8	78.8

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.7	20.7	30.7	40.7	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	14.9	24.9	34.9	49.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	29.7	39.7	49.7	59.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	40.0	50.0	60.0	70.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.2	32.2	42.2	52.2	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	29.5	39.5	49.5	59.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.1	57.1	67.1	77.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.0	60.0	70.0	80.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	10.7	20.7	30.7	40.7	**Explore - Math** % of students at college readiness benchmark	7.1	17.1	27.1	37.1

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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		All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.1	93.1	94.1	95.1		**Misconducts** Rate of Misconducts (any) per 100	25.5	20.5	15.5	10.5

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	50.0	60.0	70.0	80.0		**ISAT - Reading** % of students exceeding state standards	6.7	16.7	26.7	36.7
ISAT - Mathematics % of students meeting or exceeding state standards	54.3	64.3	74.3	84.3		**ISAT - Mathematics** % of students exceeding state standards	4.9	14.9	24.9	34.9
ISAT - Science % of students meeting or exceeding state standards	41.9	51.9	61.9	71.9		**ISAT - Science** % of students exceeding state standards	0.0	10.0	20.0	30.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** --->			**2**
	• 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 SMART goals for literacy and math however have not developed a clear strategic plan for social studies and science. We have data walls with evidence posted for literacy and math however not for science or social studies. *College and career readiness goals for students need to be established. As a school we need to determine what college readiness looks like in our classrooms and school wide. Goals need to be communicated to parents and students.	
	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.	* Individual grade cycle meetings are in place to discuss scholar's academic progress in each classroom. These meetings take place weekly. Teachers and administration analyze student work and discuss goals to help students improve. Administration provides feedback on assessments, student work, and instruction. Teachers are encouraged to attend professional development workshops however funding is not always available. Principal has developed a parent committee that holds school wide events such as Family Game Night, Parent Potluck, Christmas Concerts, and Parent Movie Night to engage the community. Principal holds workshops for parents with topics ranging from using the school's technology to demonstrating how to incorporate literacy strategies at home. The administration sent home the school report card at the first parent report card pick up to inform our community on the schools academic status.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		1
• 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	Many committees were established in the Spring of 2011 however only the Parent Committee meets on a regular basis. An ILT team has been put in place but should also consist of a primary teacher, special education, and a middle school teacher. Whole staff meetings are brief unless on PD days therefore there is not much time for teachers to share best practices. There are no mentor teachers appointed.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**1**
• 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	Our ILT is for grades 3-5 however we do not have a comprehensive team comprised of special education, bilingual, and counsling. ILT has recently been reorganized and our responsibilities are not yet developed.	
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.	Data analysis has become a priority. Reading and Math data is posted however on our data walls in the hallways the emphasis is currently on literacy analysis. We have small math groups in place however how to use data from Everyday Math curriculum to guide small group instruction is unclear.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum*** --->			**2**
	• 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.	Our literacy and math curriculums have pacing guides in place. Pacing guides have been set forth in instructional manuals however have not been implemented school wide or administration. We have a pacing guide for science but it is dated and difficult to implement without the proper resources.	
	Instructional materials --->			**1**
	• 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).	The bilingual and special education departments are severly lacking in resources. Many of the teachers have to develop their own curriculum in these departments. The general education teachers are also missing core teaching materials. As an addition for next year, we would like to see the entire school implement words their way and a systematic vocabulary curriculum. Instructional materials were be required in order for curriculum to be effective.	

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	-->		**2**
• 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.	We have a variety of school-wide assessments given including Scantron, Common Core, BRI, Dibbles, and ISAT. Classroom assessments are evaluated weekly in meetings between teachers and the administration. In these meetings we collectively determine rigor, scoring, and set goals to increase student achievement including rubrics and setting clear expectations for students. Support is not always available for multiple assessments regarding language or accomidations. ELL students receive support through pull-out and bilingual classes. In order for students to obtain an IEP, there must be a systematic approach to assess them. We need a transparent school-wide approach for a screening process.	

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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.	Standards-based learning objectives are posted in most classrooms however teachers often do not make students aware of the objectives before, during, and after the lesson. Scholars are grouped into academic abilities for guided reading and math based on data analysis. Teachers need to check for understanding more using methods such as exit slips, cold calling, and random sampling.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**1**
• 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.	There is not a school side approach for screening and administering assessments to identiry students in need of academic intervention. SES after school programs are provided for scholars that qualified. All current intervantions in place have not been adaquetly monitored for growth and there needs to be more intervention programs in place. We need an RTI and data team that will develop a comprehensive plan for screening students.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Year long professional development calendar has not been made transparent to the staff if there is one in place. Professional development based on data analysis takes place weekly during grade cycle meetings with administration. Teachers have not had direct input in planning professional developments. Teacher collaboration will begin soon. Professional development would be most helpful if it related to action steps and practical solutions.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**1**
	• 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.	We currently do not have grade level meetings in place however will be starting them in the near future.	
	Instructional coaching	-->		**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	There is nothing in place for new teachers as far as a mentoring program. Observations take place frequently however little feedback is given. Feedback from the administration is constructive. Peer coaching is not existent. Formal evaluations have been given.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**1**
	• 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	We need to develop and execute a college readiness plan that teachers can implement daily. Currently, we have made drastic improvements however have a long way to go.	
	Relationships	-->		**2**
	• 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.	Relationships need to be built with all staff not just the homeroom teacher. All teachers need to take the time to build positive bonds with students regardless of what class they are in. We need to promote a "family" environment at Hearst where disrespect is not tolerated.	
	Behavior& Safety	-->		**1**
	• 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.	There is no common or consistent school-wide approach for behavior.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	To our knowledge, some teachers communicate expectations to parents via phone calls, emails, letters, personal meetings. The principal had a parent portal workshop however it would be nice to have a parent resource room where parents would be able to access computers and obtain resources.	
	Ongoing communication	-->		**2**
	• 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 communicate with parents as needed. It would be nice to have a weekly school newsletter that could be sent in Friday Folders that parents would sign to increase visibility about our school. We could also update our website with a website team.	
	Bonding	-->		**2**
	• 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 atmosphere at the school is non-threatening and welcoming for parents. The principal has reached out to the community using various accounting firms to help the asthetic appeal of the school. We have a parent committee that has put on exciting events however it would be nice to incorporate more events that would be linked to specific academic content. For example we could have a spooky math night in October where each teacher would set up Halloween related math games, etc.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**1**
	• 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.	Teachers do not participate in home visits. The principal does home vistits occassionally as needed.	
N 6: College and Career Readiness Supports	***College & Career Exploration and election***	-->		**1**
	• 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.	We should have a high school fair where the top high schools come and discuss procedures for entrance into their institution. Colleges and high school information should begin much earlier than 8th grade to prepare students.	
	Academic Planning	-->		**1**
	• 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.	See above	
	Enrichment & Extracurricular Engagement	-->		**2**
	• 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.	We are lacking in a variety of sports and artistic after school programs. Our new after school program is moving us closer in the right direction.	

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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
DIMENSIO	***College & Career Assessments***	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.		
	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.		
	Transitions	-->		2
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	We should meet with the teachers in the grades below to ensure that all student needs are met before they transition info our class. RTI information should be given to the subsequent teachers.	

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
	Use of Discretionary Resources	--->		**2**
DIMENSION 7: Resource Alignment	• 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.	Resources are insufficently allocated by the district. Due to low enrollment we have reduced funds for sufficient supplies needed. We have had excellent community partnerships through accounting firms that have improved our school with a new playground, mural, painted auditoriums, and donated games.	
	Building a Team	--->		**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Interviews are with the administration team.	
	Use of Time	--->		**2**
	• 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.	We have a precise schedule in place that all teachers are required to follow. We do not have teacher teams to collaborate as of yet. Struggling students receive pullout services as needed.	

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Mission & Strategic Priorities

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

Mission Statement

Our mission at Phoebe A. Hearst Elementary School is to provide a nuturing, academically rigorous, and safe learning environment for all scholars

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Instruction-Teachers will deliver Common Core aligned instruction supported by high-quality curricula and instructional practices.	Based off data (i.e Scantron, ISAT, BRI, Dibels, etc) and the SEF teacher reponses, the need for a coherent, high-quality instructional system is needed for closing the achievement gap and developing students who are college and career ready.
2	Interventions-The focus of this priority is to ensure all children receive an education that is fitting and tailored to their needs	According to SEF, data indicates students achieve higher academic growth when high-quality, data-driven interventions are in place.
3	Technology - The focus of this priority is to ensure that Hearst students receive an educational experience that will allow them to function effectively in a multi -literate society.	Technology infiltrates our society. In order for our children to be able to compete globally, they must have the exposure to, experience with, and as thorough understanding as possible pertaining to technology. This priority helps us to achieve our goals because it allows us to help the children develop a strong technological foundation, while continuing to enhance their understanding incrementally.
4	Safety and Security-The focus of this priority is to ensure that Hearst students, staff, and community are able to co-exist in a learning environment that promotes saftey, positive behavior, and necessary behavioral safeguards	According to SEF, the need for a coherent safety and security model inclusive of classroom, school-wide, and community exist.
5	Community-The focus of this priority is to ensure that the Hearst School community works together harmoniously to ensure	To strengthen the unity between the parents, students, staff, and local community.

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
Instruction-Teachers will deliver Common Core aligned instruction supported by high-quality curricula and instructional practices.	Based off data (i.e Scantron, ISAT, BRI, Dibels, etc) and the SEF teacher reponses, the need for a coherent, high-quality instructional system is needed for closing the achievement gap and developing students who are college and career ready.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the school year, Hearst students overall will show a 10% gain in Literacy, math, and science standardized scores.	Instruction	All	Teachers, ILT, and Administration	Quarter 1	Summer 2013		
Lit-By the end of each quarter, students in Hearst will have moved at least one reading level higher; will have taken at least 10 grade level comp, voc, skill and strategy assessments; will have completed 10 sections in the vocab and reading program	Instruction	All	Teachers	Quarter 1	Quarter 4		Students below grade level will receive BRI every 8-weeks, 4-weeks, 2-weeks
Lit-By the end of each quarter, students in Hearst will have an understanding of and will have participated in at least 5 organized classroom discussions based on a given text.	Instruction	All	Teachers, ILT, and Administration	Quarter 1	Quarter 4		
Lit-By the end of each quarter, students reading at/or above grade level in grades 3-8th will have participated in at least two lit circles. While others continue GR	Instruction	All	Teachers	Quarter 1	Quarter 4		
Lit-By the end of each quarter, students will exist fluently within a structure that will allow them shared reading, minilesson, small group experience, and small group (GR) with teacher.	Instruction	All	Teachers	Quarter 1	Quarter 4		Small groups are Voc, Word Know, Comprhension, IDR, and Fluency, Lit Circle, WTW
Lit-By the end of each quarter, students will move at least 2 categories forward on WTW assessment.	Instruction	All	Teachers	Quarter 1	Quarter 4		
By the end of the school year, Hearst students will complete one montly writing prompt (toaling 10)	Instruction	All	Teachers	Quarter 1	Quarter 4		Planning should be around lit, math, and science
Upon the entry of the school year, Hearst teachers will have pacing guides in place for all subject matter inclusive of assessment types and in alignment with Common Core.	Instruction	All	Teachers, ILT, and Administration	Quarter 1	Quarter 4		assessment calendar

Strategic Priority 1

Math-By the end of each quarter, student will have participated in 45 math drills relevant to their grade level daily	Instruction	All	Teachers	Quarter 1	Quarter 4		school wide incentive, student graphing
Math-By the end of the first quarter students will work fluently within a structure to allow small group work, ind work, ext response, minilesson, do now, grm, games, and voc	Instruction	All	Teachers	Quarter 1	Quarter 4		specific guidelines for ext response
By the end of each quarter, students will have completed 10 weekly math grade level assessments.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Sci-By the end of July 2012, science units/lessons will be planned for quarters 1 and 2 SY 2012/2013	Instruction	All	Teachers, llt, and administration	Quarter 1	Quarter 4		CMSI scope and sequence for science. Small group of teachers plan science K-8
Sci-By the end of each quarter, students have paricipated in at least one lab per month.	Instruction	All	Teachers	Quarter 1	Quarter 4		Science night-connection to inventions and labs
Sci-By the end of each quarter, students will have completed 10 grade level science assessments and two unit assessments.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Soc-By the end of each quarter students will have completed at least one research project that connects to the unit for the quarter.	Instruction	All	Teachers	Quarter 1	Quarter 4		Use scope and sequence for social studies

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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
Interventions-The focus of this priority is to ensure all children receive an education that is fitting and tailored to their needs	According to SEF, data indicates students achieve higher academic growth when high-quality, data-driven interventions are in place.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of quarter 1 designated students will receive intervention services necessary to place and move them on a continuum of growth that will lead them toward access and/or mastery of the grade level curriculum.	Instruction	All	Teachers/ILT	Quarter 1	Quarter 4		Early intervention after first 5 weeks. Interventions also listed in instruction priority.

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
Technology - The focus of this priority is to ensure that Hearst students receive an educational experience that will allow them to function effectively in a multi -literate society.	Technology infiltrates our society. In order for our children to be able to compete globally, they must have the exposure to, experience with, and as thorough understanding as possible pertaining to technology. This priority helps us to achieve our goals because it allows us to help the children develop a strong technological foundation, while continuing to enhance their understanding incrementally.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the school year, all children will have been exposed to/have completed an age-appropriate piece of curriculum that allows them to move along a continuum of growth to access technology independently for learning.	Equipment/ Technology	All	Technology Team Teachers Administration	Summer 2012	Summer 2013		Purchase flashdrives, layered, spelled-out curriculum, tools
By the end of each quarter, all children will have experienced instruction and assessment via the use of technology at least 3 times.	Equipment/ Technology	All	Technology Team Administration	On-going	On-going		Professional Development required
By the end of the 1st qtr, teachers will have access to use touch-screen devices for instructional purposes and will have received necessary Professional Development to use them effectively.	Equipment/ Technology	All	Technology Team Administration	Summer 2012	Quarter 1		Professional Development required
By the end of quarter 1, teachers in grades 6 - 8 will have functioning SMART boards and will have received the necessary professional development to use them effectively	Equipment/ Technology	All	Technology Team Administration	Summer 2012	Quarter 1		Purchase necessary items to get all smart boards in grades 6 - 8 working (4 classes), Professional Development for Teachers
By the end of the school year, children in grades 6 - 8 will have received instruction via the use of SMART Board Technology at least once a month.	Equipment/ Technology	All	Teachers	Quarter 2	Quarter 4		Teachers will include use in lesson plans; possibly showcase how used in staff meetings.
By the end of the 2nd quarter, all students in need of assistive technological devices will be in receipt of them and they will be in full use.	Equipment/ Technology	Students With Disabilities	Teachers	Quarter 1	Quarter 2		
By the end of the school year, all teachers will have received at least 4 workshops pertaining to enhancement of technological awareness and use in the classroom.	Equipment/ Technology	All	Administration Technology Team	Summer 2012	Quarter 4		

Strategic Priority 3

By the end of quarter 1, the school will be provided with a workbook of educational web-sites to refer to as a resource.	Equipment/ Technology	All	Technology Team	Summer 2012	Quarter 1		
By the end of the school year, Hearst children in grades 4 - 8 will have participated in the creation and communication of a blog.	Equipment/ Technology	All	Technology Team Teachers	Summer 2012	Quarter 4		

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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
Safety and Security-The focus of this priority is to ensure that Hearst students, staff, and community are able to co-exist in a learning environment that promotes saftey, positive behavior, and necessary behavioral safeguards	According to SEF, the need for a coherent safety and security model inclusive of classroom, school-wide, and community exist.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end quarter 1 Hearst will establish a Bullying Prevention Coordinating Committee	Other	All	ILT/Teachers	Summer 2012			
By the end quarter 1 Hearst will conduct committee and staff trainings	Other	All	OBPP Representatives	Summer 2012			
By the end of quarter 1 Hearst Staff will introduce the school rules against bullying	Other	All	ILT/Teachers	Quarter 1			
By the end of the year, Hearst staff will have completed at least 10 staff discussion/group meetings	Other	All	ILT/ Teacher Teams	Quarter 1			
By the end of the summer 2012, Hearst Staff will review and refine the school's supervisory system	Other	All	ILT/ Teacher Teams	Summer 2012			School-wide security system as well as entrance, exit and evacuation procedures.
By the end of the summer 2012, Hearst School will hold a school kick-off event to launch the program	Other	All	ILT/ Teacher Teams	Summer 2012			
By the end of year Hearst School will involve at least 50% of the parents in the school to involve parents	Other	All	ILT/ Teacher Teams	Quarter 1			
By the end of week one School-wide rules against bullying will be posted	Other	All	ILT/ Teacher Teams	Quarter 1			
By the end of year teachers will have held at least 40 class meetings	Other	All	ILT/ Teacher Teams	Quarter 1			
By the end of 2012/2013 SY teachers will have held at least 4 meeting with parents and students.	Other	All	ILT/ Teacher Teams	Quarter 1			
By the end of quarter 1 at least 50% of the community will spread anti-bullying messages and principles of best practice in the community.	Other	All	ILT/ Teacher Teams	Quarter 1			

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Strategic Priority 4

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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
Community-The focus of this priority is to ensure that the Hearst School community works together harmoniously to ensure	To strengthen the unity between the parents, students, staff, and local community.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the beginning of each month, a monthly calendar will be given to parents and updated on the website, to inform parents and the community on all school events and activities.	Other	All	Staff and Parents	Quarter 1	Quarter 4		
By the end of August, parents will have received a letter asking if they want to be involved in the community committee and invited to the first informational meeting.	Other	All	Community Committee	Quarter 1	Quarter 1		
By the end of quarter 2, we will host a Winter Showcase for the students to perform for parents and the community.	Other	All	Community Committee	Quarter 1	Quarter 1		
By the end of quarter 3, we will host a Family Academic Game Night.	Other	All	Community Committee	Quarter 1	Quarter 4		
By the end of quarter 4, we will host a student talent show to perform for parents and the community.	Other	All	Office Staff	On-going	On-going		
By the end of the quarter one, one outside organization will come and talk to the students and families regarding nutrition.	Other	All	Community Committee	Quarter 1	Quarter 4		
By the end of the year, we will have 75 percent involvement from parents, staff, students, and local community.	Other	All	Community Committee	Quarter 1	Quarter 4		
By the end of the year, we will host 4 awards assemblies based on attendance, academics, and behavior.	Other	All	Community Committee	Quarter 2	Quarter 2		
By the end of the year, we will host four academic nights which include literacy, math, science and social studies, and the arts.1	Other	All	Community Committee	Quarter 3	Quarter 4		

Strategic Priority 5

By the end of the year, we will host two parent potluck dinners.	Other	All	Community Committee	Quarter 4	Quarter 4		