CIWP

2012-2014 Continuous Improvement Work Plan

James Hedges Elementary School

Pershing Elementary Network

4747 S Winchester Ave Chicago, IL 60609

ISBE ID: 150162990252256

School ID: 609983

Oracle ID: 23681
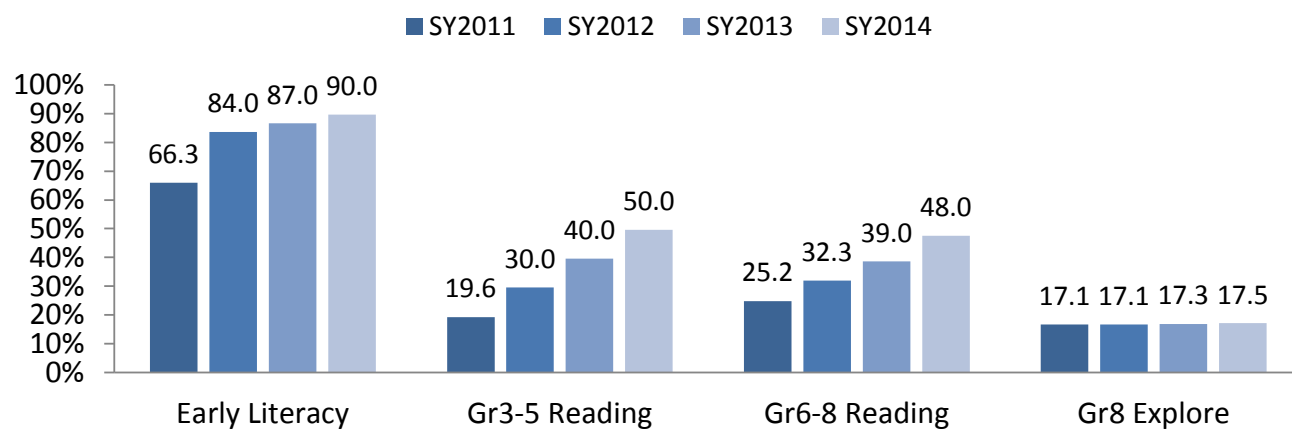
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Mission Statement

The Hedges Fine & Performing Arts school community provides a nurturing, safe and supportive enviroment. We encourage our students to explore new challenges, take risks, to achieve ongoing goals, and to expand their commitment to global and civil resposibilities.
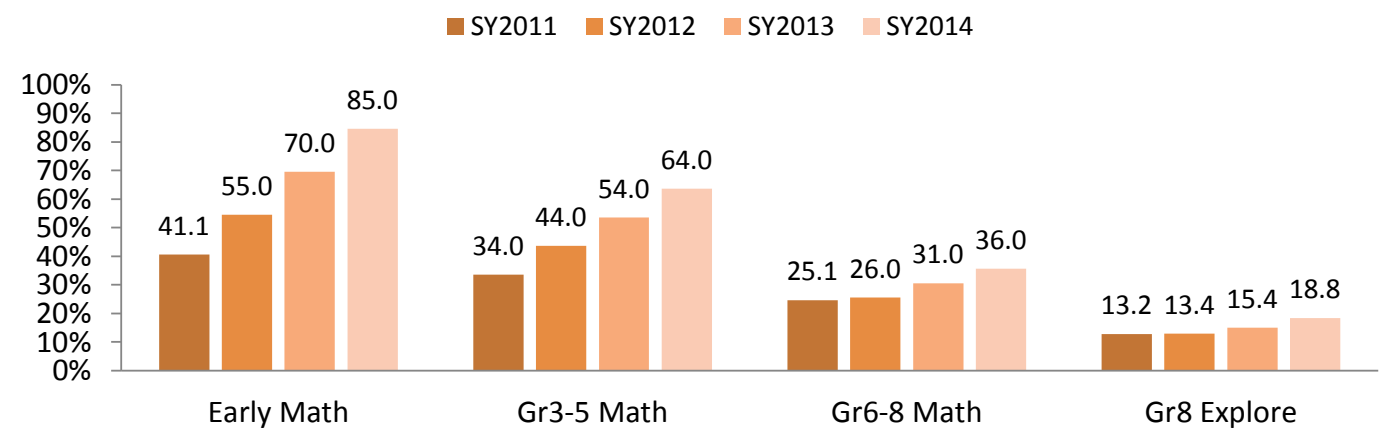
Strategic Priorities

1. Teacher created Units of Study aligned to Common Core State Standards and College and Career Ready Focus would provide a rigorous instruction delivered on a daily basis.

2. Teachers, administrators and staff will create and support a culture that emphasizes and recognizes student success as well as teacher dedication.

3. Provide instructional interventions to students based on end of the year assessment and beginning of the year data in Reading and Mathematics.

4. Strengthen community and school relations that effectively monitor student growth.

School Performance Goals

Literacy Performance Goals

SY2011 SY2012 SY2013 SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	66.3	84.0	87.0	90.0
Gr3-5 Reading	19.6	30.0	40.0	50.0
Gr6-8 Reading	25.2	32.3	39.0	48.0
Gr8 Explore	17.1	17.1	17.3	17.5

Math Performance Goals

SY2011 SY2012 SY2013 SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	41.1	55.0	70.0	85.0
Gr3-5 Math	34.0	44.0	54.0	64.0
Gr6-8 Math	25.1	26.0	31.0	36.0
Gr8 Explore	13.2	13.4	15.4	18.8

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	James Hedges 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
Mr. A. Garcia	Principal
Mr. L. Grezlovski	Counselor/Case Manager
Mr. H. Andrade	Lead/ Resource Teacher
Mrs. C. Taylor	Lead/ Resource Teacher
Mrs. J. Melero	Classroom Teacher
Mrs. J. Zavala	Classroom Teacher
Ms. J. Jurado	Classroom Teacher
Ms. C. Hernandez	Classroom Teacher
Mr. I. Ochoa	Classroom Teacher
Ms. B. Molina	Classroom Teacher
Mrs. M. Garcia	Classroom Teacher
Ms. L. Mota	Classroom Teacher

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	66.3	84.0	87.0	90.0	**Early Math** % of students at Benchmark on mClass	41.1	55.0	70.0	85.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.6	30.0	40.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	34.0	44.0	54.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.3	56.3	66.3	76.3	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.4	60.0	70.0	80.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.2	32.3	39.0	48.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	25.1	26.0	31.0	36.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.1	55.0	58.0	61.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.0	57.5	63.5	66.5

8th Grade									
Explore - Reading % of students at college readiness benchmark	17.1	17.1	17.3	17.5	**Explore - Math** % of students at college readiness benchmark	13.2	13.4	15.4	18.8

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.4	96.0	97.0	98.0		**Misconducts** Rate of Misconducts (any) per 100	48.8	43.0	38.0	33.0

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	53.4	65.0	72.0	78.0		**ISAT - Reading** % of students exceeding state standards	6.8	10.0	15.3	19.2
ISAT - Mathematics % of students meeting or exceeding state standards	59.2	72.0	82.0	90.0		**ISAT - Mathematics** % of students exceeding state standards	12.6	16.0	21.0	29.0
ISAT - Science % of students meeting or exceeding state standards	61.8	79.0	88.0	93.0		**ISAT - Science** % of students exceeding state standards	7.1	11.0	18.0	26.0

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**
DIMENSION 1:Leadership	• 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.	•Grade level Teams meet weekly to review data, for example, NWEA, EXPLORE, ISAT, DIBELS formative assessments and other teacher generated tests. • Scope and sequence, Unit planning lesson plans aligned to CCSS Standards. • Provides community of learners. • Concept Based Map • Literacy block- small group instruction • Common Core Stadandards(CCSS Early Adopters) • Teachers analyze Data to form intervention groups • Reading in motion	
	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.	• Principal holds weekly faculty meetings, grade level meetings. • Principal holds informal and formal observations follow by feedback. • Principal provides In & Out of school professional development for teacher growth(Courtney&Gretchen) MELCON. • Principal empower families by hosting Open House, Literacy Night, Parent Teacher Conferences, Career Day, High School Fair • Bi-weekly meetings with PAC, BAC, LSC, PTO. • Books provided by principal to read • Principal reviews data with staff to drive their instruction • Principal hold conferences about Data, analysis of student work, rubrics, and authentic student work • Principal gives clear goals for instructional best practices • Principal works with staff members to establish individual goals and school wide goals	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• 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	• A core group of teachers perform leadership duties including: • ILT members • Grade level Lead • RTI team • Committee chair • Literacy Coach(Pre-k-3rd) • family liaison • Data team • Bilingual Lead • CIWP team • Union Rep • Grant writing committee • Teachers share learning about effective practices from PD Teachers have been awarded grants, for example, Donors Choose, Art Residency through Prozarts Studio.	

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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	• Committees like literacy, Science, PPC, PPLC are assembled to establish goals. • Literacy coach(Pre-k-3rd) • Faculty meetings • Committee Chairs and other teachers attend workshops and communicatel on a regular basis. • Grade level teams meet with ILT to analyze data to drive the instruction. • ILT team leads whole staff PD, teacher teams, and coaching to drive the instruction. • Facilitator two way communication • Each ILT member is a liaison person for cluster grade levels(PK-2, 3rd-5th, 6th-8th) • Student data is analyzed after each benchmark	
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 analyzes data • Progress monitoring: RIGBY every 10 weeks, RIM(k-1) • Running records • DIBELS/IDEL, 3D Spanish & English • Pre-k teaching strategies skills(letter)& assessment • Assessment template every ten weeks • Students know their reading level after they have been assessed in reading • Use of formative & summative assessments for students progress monitoring	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	**Curriculum**	-->		**3**
	• 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.	• Curriculum mapping for L.A • FOSS-science • Early Adopters • Writing theme- Estrellita(Lucy Culkins) • RIM • Units aligned with Scope & Sequence • Lesson plans are shared with grade level team/support teachers, SPED, Bilingual, ESL • Read alouds • Curriculum Map Thematic units • Reading in motion	
	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).	• The school has a Resource room that has sets of instructional materias for each grade level that are align with the CCSS • Books recommended for CCSS • Sep-Up & materials for science • Classroom libraries • Text books math(connected math) • RAZ reading program • Courtney Cretchen comprehension strategies • National Geographic	

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 data is available to teachers immediately after each assessment •Gold Pre-k • Accomadations for SPED & Bilingual students • Reading in motion provides feedback on test results • Theme unit assessments • MClass • TRC • Writing extended response • Weekly quizes • NWEA given to students four times a year to monitor student learning • Assessments are align with standards to create lessons that meet student needs	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• 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.	• Math & science curriculum connected math, Sep-Up sets • Flexible groupings • Differentiated instruction Math & science pacing chart • Centers-Scaffolded • HOTS Questions level • I can statements • Lesson Plans align to CCSS • Pair share -KWL • Student conferences • Progress monitoring • Weekly lesson plans as well as curriculum maps that build on prior knowledge • Think Pair Share • Reading comprehension series • Scaffold instruction during guided reading & interventions • Guided reading lesson plans	

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Intervention	-->		**2**
• 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.	• Inclusion • Small group for math & reading • Before & after school • ISAT preparation after school • RIM-Extra dosage • Road to reading (phonics) • Data Driven Intervention • Progress monitoring • Reading in motion • Referrals	
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.	• PD relevant to grade level • Grade level workshops • Vertical & Horizontal Meetings • Coaches for Pre k & new teacher • PD relevant to teacher • Staff meetings • Community of learners • PD opportunities for teacher growth IN & OUT of school	

Professional Learning (vertical label)

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DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• 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.	• Use Data to drive instruction • Collaboration on Scope & Sequence units & lesson planning Inclusion of SPED & Bilingual members Pre k Horizontal Collaboration • Grade level meetings • Friday meetings for Pre-k • Literacy Coach(Pre-k-3rd) • Grade level meetings • Informed collaboration • Bilingual teachers • Team Leaders • Workshops outside classroom • Weekly lesson plans	•
	Instructional coaching	-->		**2**
	• 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.	• BLT • RIM • Pre k Coach • New teacher Coaching • PD for pre k • Reading in motion	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• 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	The school has build and maintain a plan for students to aspire future goals: • High school fair • Student council • Career Day	
	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.	The school has a plan to support students meet their goals: • Peace circle • Pre-k has a social worker • students with disabilities are offered many opportunities to interact with peers(classroom, sports, after school programs, etc.) • Parent liaison • Counselor • Social worker • Nurse	
	Behavior& Safety	-->		**3**
	• 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 school-wide approach to reinforce positive behavior: Security officers • Off duty police officer • Parent Patrol • Discipline Plan • Parent liaison • Peace circle • Detention	•

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DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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 information in multiple ways: • Parent expectations meetings BOY • Monthly calendars • Phone calls • Homework sheets • Grade level meetings • Grade level open house • Orientation • Progress reports • Students know their reading level • LSC meetings	
	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.	• Agendas • Open house • Orientation • Pre-k workshops • Phone calls • Homework sheets	
	Bonding	-->		**3**
	• 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.	• Literacy night • Movie night • Art gallery • Parent volunteer • Talent show • Parent workshops • ESL classes • Fitness class for parents • Assemblies	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		3
	• 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.	• Community representative makes home visits • Community agency referrals • Parent liaison • SPED students referrals to community agencies	
	College & Career Exploration and election	-->		2
6: College and Career Readiness Supports	• 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 experiences and information for future goals by hosting a Career day • Junior Achievement • After school program with counselor • College visits	
	Academic Planning	-->		2
	• 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.	• Life skills • PODER after school program • Junior Achievement • Algebra class for 8th graders	
	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.	• Sports • Interventions during breaks • Before and after school programs • Life skills	

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	*College & Career Assessments*	-->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Explore test	
	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.	• Not applicable	
	Transitions	-->		**3**
	• 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.	• Physical exams • IEP's • 504 plans • BIPS for ELL's • High school application process • Promotion policy • Parent conferences	

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***	-->		**3**
	• 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.	• Service learning • Off duty police officer • Parent liaison • All-Stars • Competitive Sports • Tech Grants • Donors Choose • Library grants	
	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.	• Grade level teams • Subject oriented team • ILT team	
	Use of Time	-->		**3**
	• 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.	• Community of learners • Grade level meetings • Staff meetings • Data driven interventions • Reponse to intervention • Teacher collaboration • Interventions during spring/fall break	

Mission & Strategic Priorities

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

Mission Statement

The Hedges Fine & Performing Arts school community provides a nurturing, safe and supportive enviroment. We encourage our students to explore new challenges, take risks, to achieve ongoing goals, and to expand their commitment to global and civil resposibilities.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teacher created Units of Study aligned to Common Core State Standards and College and Career Ready Focus	Hedges Elementary teachers work collaboratively to continue already created curriculum maps to be aligned to Comr
2	Teachers, administrators and staff will create and support a culture that emphasizes and recognizes student s	Hedges has make great strides to keep a positive environment in and out of school. Based on the Chicago Consortiur
3	Provide instructional interventions to students based on end of the year assessment and beginning of the yea	Hedges intervention efforts should be goal oriented. By intervening early in the year during school and before/after
4	Strengthen community and school relations that effectively monitor student growth.	Teachers and parents will collaboratively work to have parents trained on their daily reading and math lessons to ext
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teacher created Units of Study aligned to Common Core State Standards and College and Career Ready Focus would provide a rigorous instruction delivered on a daily basis.	Hedges Elementary teachers work collaboratively to continue already created curriculum maps to be aligned to Common Core State Standards to ensure a rigorous instruction is delivered to students on a daily basis. Teachers are knowledgeable of data and use it to drive their instruction reflected on the units of study. They also need continuous professional development to ensure coherence to increase rigor, progress monitor and

Action Plan   Monitoring

Milestones	Column1	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Align existing units of study across content areas with an emphasis on literacy strands that are reflected by our NWEA scores.	Instruction	All	Early Adopters Team Leaders	Summer 2012	On-going		On going vertical planning that will emphasize the vocabulary, word analysis and fluency and comprehension strategies for all grades.
Teachers work collaboratively to include in the Units of Study a writing component.	Instruction	All	Teacher Teams	Summer 2012	On-going		Teachers will ensure to include a writing component to their units of study.
Form a Data Team to analyze the results of DIBELS/IDEL and NWEA	ILT/ Teacher Teams	All	Math Committee	Summer 2012	Quarter 1		Data analysis would be reported to Literacy and Science Committees to work with cluster grades and each grade to ensure data is used to drive the development and revision of Units of Study.
Intermediate cluster (3rd - 5th grades) requires to further their knowledge to effectively instruct students in the vocabulary development, comprehension strategies.	Professional Development	All	Intermediate Teachers	Quarter 1	Quarter 1		Teachers are required to share and demonstrate lessons to cluster grade band teachers. NWEA Spring: 74% Below in Vocabulary, 73% Below in Reading Comprehension to achieve Hedges set goals.
Each grade cluster (PreK - 2, 3-5 6-8) requires to further their knowledge to effectively instruct students in writing align to the Common Core State Standards and to the Language Arts Units of Study.	Professional Development	All	All Teachers	Quarter 1	Quarter 1		Opportunities to work collaboratively and a staff developer to ensure cohesiveness and integration of best practices.
Create a Balanced Math Design (Prek - 8th Grades) based on data analysis that incorporates various math supplemental materials to include rigorous math practices from the CCSS.	ILT/ Teacher Teams	All	Grade level teacher teams.	Quarter 1	Quarter 1		Teachers will work collaboratively, horizontally, and vertically to develop Math Units of Study aligned to CCSS.
Supplemental instructional materials will be needed to add in the Math instruction for Prek - 8th Grades	Instructional Materials	All	Grade level teacher teams.	Quarter 1	Quarter 1		Teachers will work collaboratively, horizontally, and vertically to develop select math instructional materials to supplement and support their Math Units of Study.

Strategic Priority 1

20 minutes of the extended day will be used to target strategic students in DIBELS/IDEL (PK-2)	Instruction	All	Grade level teacher teams.	Quarter 1	Quarter 1		Modify and adapt to changing student needs
20 minutes of the extended day will be used to focus on vocabulary Tier1, Tier 2, Tier 3, as it correlates to the CCSS (PK-2)	Instruction	All	grade level teacher teams.	Quarter 1	Quarter 1		Professional development opportunities to enhance vocabulary instruction
35 minutes of the extended day to focus on comprehension strategies for different genres (PK-2)	Instructional Materials	All	Grade level teacher teams.	Quarter 1	On-going		Six weeks for each strategy, introduce new strategy while not losing sight of current and past strategies
A separate and dedicated time for grammar instruction (grades 6-8)	Instruction	All	Grade level teacher teams.	Quarter 1	On-going		20 minutes of the extended day
Create as school-wide pacing chart for language arts	Instruction	All	All Teachers	Quarter 1	On-going		The Language Arts pacing chart will provide coherence and transparency on what each grade level is responsible.
Service Learning Projects(6th-8th)	Instruction	All	All Teachers	Quarter 1	On-going		STEM(Science, Technology,Ecology, Math)
Establish a Literacy Instructional block that addresses the needs of each cluster grade.	Instruction	All	Administration and Literacy Committee	Summer 2012	On-going		Each grade cluster will develop/design their own literacy block based on research based strategies that would benefit all students.
75 minutes per week would provide opportunities for collaboration, learning and developing professionally.	Professional Development	All	Administration and Committee Chairs	Summer 2012	On-going		Additional 75 minutes per week to collaborate, analyze data, learn together, and share successes and support common efforts for the betterment of students' instruction.
Design collaboratively Science instructional block that would include one day of guided reading on non-fiction topic related texts to build and increase knowledge.	ILT/ Teacher Teams	All	Administration and Science Committee	Summer 2012	On-going		Science scores are flat and little growth has been observed. It is imperative that Science instruction should be established to see a steady growth in our performance and summative assessments.

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
Teachers, administrators and staff will create and support a culture that emphasizes and recognizes student success as well as teacher dedication.	Hedges has make great strides to keep a positive environment in and out of school. Based on the Chicago Consortium Report 2011, Hedges scored a mean of 22/100 on measures learning climate and especially in the Academic Press section. It is the belief of Hedges teachers that recognizing student successes and teacher efforts would lead to a supportive culture and a minimum number of misconducts

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide more literature/informational texts to be sent home each day to support fluency and comprehension (Prek-5th)	Instructional Materials	All	Each Teacher including Exploratory and Special Education	Quarter 1	On-going		Teachers will work collaboratively to develop a list of books that can be read independently by students and ensure rotation of titles.
All staff and stakeholders embrace and reflect our newly created motto (Be respecful, Be responsible, and Be ready)	Other	All	One teacher/representative per grade level.	Quarter 1	On-going		Goal will be 33.0 misconducts per 100 by year 2014
Create a calendar outlining important dates/ activities celebrating student success	Other	All	ILT	Quarter 1	On-going		Student of the month, Perfect attendance, Caught being good, Most improved, Honor roll(A,B) Reaching reading
Non-academic student support programs	After School/ Extended Day	Other student group	Participating staff	Quarter 1	On-going		Peace Circle, After School Matters, After School All Stars, Board Games Club
Celebration of student successes in math through tournaments and competitions.	Instruction	All	All teachers	Quarter 1	Quarter 1		Success of celebrations should be aligned to student data and teacher recommendations.
Provide more literature to be sent home each day to support fluency and comprehension (PK-2)	Instructional Materials	All	Prek - 2 Teachers	Quarter 1	On-going		Students will read a minimum of 10 books each quarter. Students will receive coupons for Six Flags/Pizza Hut
Implement a character education program to improve student success (PK-8)	Instructional Materials	All	All teachers	Quarter 1	On-going		Develop a monthly calendar for each character trait
Create a discipline committee that would include PBIS as a based line to address positive environment school wide.	ILT/ Teacher Teams	All	ILT & PBIS Committee	Quarter 1	On-going		Hedges has a 48.6 misconduct rate and it is imperative to lower this number to our goal of 33. PBIS liaison and committee along with ILT would establish a school wide environment for students.

Strategic Priority 2

Implementation of Peace Circles in various grade cluster to address any social/emotional concerns.	After School/ Extended Day	All	ILT & PBIS Committee	Quarter 1	On-going		Peace circles have been successful at Hedges and with 95 % attendance rate. Expanding this opportunity to all cluster grades would reach more students to lower and reach our goal.

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**2012-2014 Continuous
Improvement Work Plan**

James Hedges Elementary School

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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
Provide instructional interventions to students based on end of the year assessment and beginning of the year data in Reading and Mathematics.	Hedges intervention efforts should be goal oriented. By intervening early in the year during school and before/after school students can benefit from a more rigorous and focused instruction. A continuous progress monitoring must be in place to ensure all students are followed up and receive the needed support during the intervention programs.

Action Plan　　　　　　　　　　　　　　　　　　Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement RTI program as soon as students are indentified using various data (NWEA, RIGBY, BRI, DIBELS/IDEL)	Instruction	All	All teachers	Quarter 1	On-going		Data results drive instruction
Students set perfomance goals based on the results of their individual assessments.	Instruction	All	All teachers	Quarter 1	On-going		Teachers will share assessment results with students to set new academic goals.
Bilingual support for new comers	After School/ Extended Day	English Language Learners	BLT/partipating teachers	Quarter 1	On-going		Teachers who are bilingually certified in each grade band will work with rest of the group to include modifications and accommodations to include in the Units of Study.
Intermediate grade teachers create an assessment measure that would provide information to celebrate student success.	ILT/ Teacher Teams	All	Intermediate Teachers	On-going	On-going		Intermediate grade teachers will take the lead on customizing student success celebrations.
Quarter Assessment Template by each teacher including exploratory and special education.	ILT/ Teacher Teams	All	All teachers	Quarter 1	On-going		Each teacher is responsible to progress monitor their students including special education and exploratory.
Establish non-instructional programs before and after school to address social/emotional and physical needs	After School/ Extended Day	All	Fine Arts and Exploratory Teachers	Quarter 1	On-going		Proactively create programs for students to address social/emotional and physical needs that reward their academic and behavioral successes.
Fine Arts Department and Physical Education Department to seek financial assistance outside of Hedges to create programs for enrichment programs	After School/ Extended Day	All	Fine Arts and Physical Ed. Teachers	Quarter 1	On-going		Enrichment programs ro reward students for the successes in academics and in throughout the school. Teachers are in charge of financially secure funds to establish before and after school programs.
Establish a RTI committee that will monitor its implementation and referral process.	ILT/ Teacher Teams	All	ILT and Teacher Leaders	Quarter 1	On-going		RTI committee and chairperson will oversee and monitor referrals, creation of calendar forms and all needed documentation that would provide a transparent process.

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James Hedges Elementary School

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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
Strengthen community and school relations that effectively monitor student growth.	Teachers and parents will collaboratively work to have parents trained on their daily reading and math lessons to extend and expand that knowledge at home.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase parent/teacher conferences for students who are intensive on DIBELS/IDEL after each benchmark is reached (PK-2)	Parental Involvement	All	All teachers	Quarter 1	On-going		This will take place three times per year for students not meeting or exceeding
Parent workshops guided by teachers to demonstrate how what is learned in school can be supported at home (PK-2)	Parental Involvement	All	All teachers	Quarter 1	On-going		This will be done each quarter
Increase parent/teacher conferences for students who are below expectations on NWEA (2nd-8th)	Parental Involvement	All	All teachers	Quarter 1	On-going		Provide parents with individual student reports which show student performance in both reading and math
Establish attendance committee/incentives.	Parental Involvement	All	One teacher/representative per grade level.	Quarter 1	On-going		Goal for attendance will be 98% by year 2014. Reduce tardiness with focus on chronically tardy students
Establish a series of presentations for parents based on teacher/cluster needs to address reading and math instruction.	ILT/ Teacher Teams	All	Cluster grades teachers	Quarter 1	On-going		Teachers have expressed concern of enhancing parent participation, by creating series of presentation of each content area and per grade level, parents would be more equipped to assist students at hoome.
Celebrate parent participation in all school related activities that would strengthten instruction and school ties.	LSC/ PAC/ PTA	All	School Community Representative	Quarter 1	On-going		Parents are a vital part of Hedges and with high parent participation in all school wide activities, it is important to celebrate their voluntarism and their support to Hedges.
Continue with Fun Day and Family Trips to bring families and school closer together.	Parental Involvement	All	Administration and Parent Committees	Quarter 1	On-going		Celebrating student successes and bringing families together continues to maintain Hedges parent participation and involvement in school related activities.

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Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan — Monitoring

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