CIWP

2012-2014 Continuous Improvement Work Plan

Thomas A Hendricks Elementary Community Academy

Pershing Elementary Network

4316 S Princeton Ave Chicago, IL 60609

ISBE ID: 150162990252259

School ID: 609987

Oracle ID: 31121

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Hendricks Community Academy strives to create a community of learners by providing a challenging and rigorous core curriculum that promotes critical thinking, integrates technology, and fine arts.
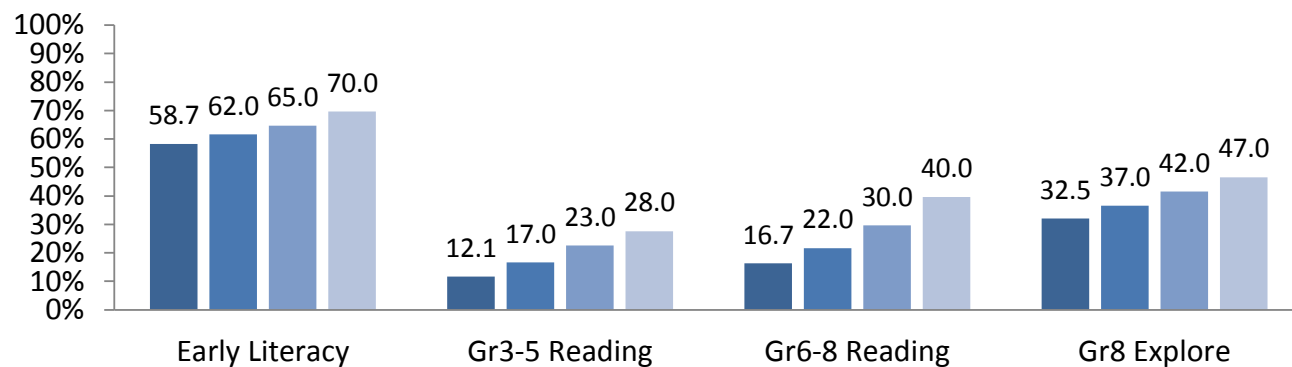
Strategic Priorities

1. Literacy enriched classrooms that develops comprehension along with anaylsis of words and phrases. Teachers will achieve through small group instruction to ensure meeting every child's needs and improving their strengths with instruction that is aligned to the Common Core State Standards in reading and writing, while

2. Math instruction that is inclusive of all learning styles while incorporating representation, reasoning, communicating, and problem solving strategies throughout the Common Core State Standards.

3. Science instruction will align with the national framework of science standards while integrating engineering and technology in the middle grades and also develops the capacity to discuss and think critically about science related issues in all grades.

4. Fine arts curriculum that will allow students to explore creative and meaningful experiences.

5. A positive social and emotional health philosophy that will allow our students to think empathetically and engaged in respectful discourse and positive behavior toward others.
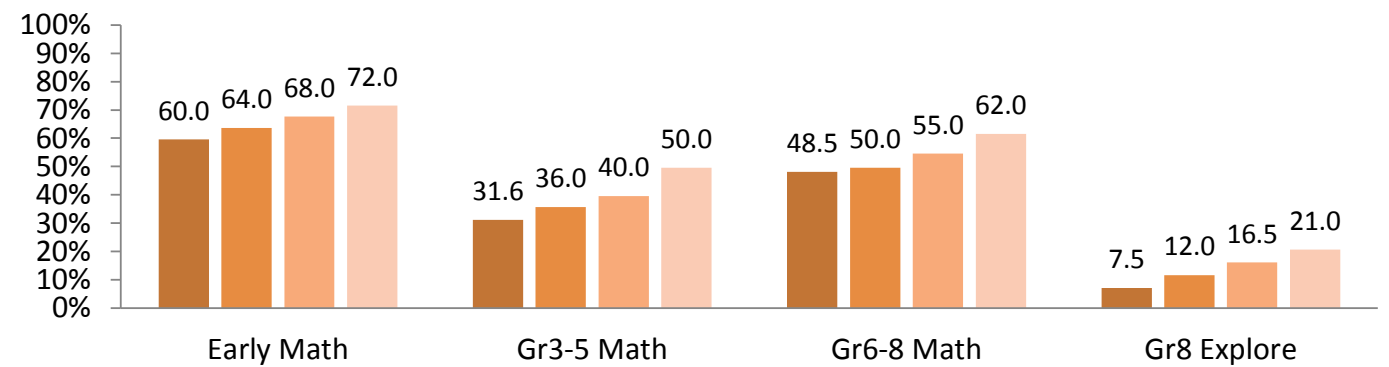
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	58.7	62.0	65.0	70.0
Gr3-5 Reading	12.1	17.0	23.0	28.0
Gr6-8 Reading	16.7	22.0	30.0	40.0
Gr8 Explore	32.5	37.0	42.0	47.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	60.0	64.0	68.0	72.0
Gr3-5 Math	31.6	36.0	40.0	50.0
Gr6-8 Math	48.5	50.0	55.0	62.0
Gr8 Explore	7.5	12.0	16.5	21.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	Thomas A Hendricks Elementary Community Academy

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Juliana L. Perisin	Principal
Sandee L. McDonald	Assistant Principal
Anne Reiman	Counselor/Case Manager
Felicia Williams-Narcisse	Lead/ Resource Teacher
Antoine Drink	Classroom Teacher
Valeria L. Harris-Kelley	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	58.7	62.0	65.0	70.0	**Early Math** % of students at Benchmark on mClass	60.0	64.0	68.0	72.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	12.1	17.0	23.0	28.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.6	36.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.1	50.0	55.0	60.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.0	55.0	60.0	70.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.7	22.0	30.0	40.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	48.5	50.0	55.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.9	60.0	64.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	71.9	72.0	75.0	80.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	32.5	37.0	42.0	47.0	**Explore - Math** % of students at college readiness benchmark	7.5	12.0	16.5	21.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.2	94.0	95.5	97.0	**Misconducts** Rate of Misconducts (any) per 100	61.8	40.0	35.0	30.0

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	47.5	55.5	58.0		**ISAT - Reading** % of students exceeding state standards	1.0	4.0	8.0	
ISAT - Mathematics % of students meeting or exceeding state standards	66.2	70.0	74.0		**ISAT - Mathematics** % of students exceeding state standards	8.5	10.0	16.0	
ISAT - Science % of students meeting or exceeding state standards	43.5	50.0	58.0		**ISAT - Science** % of students exceeding state standards	1.6	3.5	11.0	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action**	--->		**3**
	• 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 goals for student achievement are clear, measurable, agressively narrows achievement gap, and ensures readiness for college, career, at the school level, at the grade level and at the classroom level. -Students have visited college campuses through tours and class assigned research projects. -Career days are an ongoing tradition at Hendricks Community Academy.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal developed a professional learning system which evaluates teachers' needs and interests and builds opportunities for growth-in both content knowledge and in leadership. The principal presents a clear vision for instructional best practice, Balanced Literacy in reading and writing practices, which involves working with staff member to determine goals and benchmarks, to monitor quality and to drive continuouis improvement. The principal established and nurtures an ongoing culture of acceptance which moves toward career readiness and systems that are in place to help students understand and reach their intended goal. The principal created an information system for parents and community members which receive weekly information that provides sufficient opportunities for ongoing involvement. Principal is consistent with teacher observations.	

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
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	Hendricks School teachers will be invested in school success through their leadership efforts in: ILT Membership; grade level meetings; Rti leadership; PBIS team; Union Representation; Data team; and CWIP team. It is desired that every teacher has an equal voice in grade and course meetings with ILT and other staff meetings. The teachers are encouraged to share their unique learning and individual insights as concerning effective practice per professional development. 50% of teachers take on leadership roles. ILT has met regularly (once a month) during the 2011-2012 school year. Grade level meetings are on a weekly basis.	

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
Instructional Leadership Team (ILT)	--->		**2**

• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.
• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.
• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.
• ILT engages in changes to practice in response to voiced concerns.
• ILT analyzes student test data if new data is available.
	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.
	• The ILT leads the work of improving teaching and learning school-wide
	• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.
	• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.
	• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.
	• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly
		The Hendricks School Instructional Leadership Team (ILT) is based first and foremost on its members' individual and collective knowledge and experience.
		
		   The ILT leads the ongoing improvement of teaching and learning.
		
		   The ILT will lead the professional development approach (which includes whole staff PD, teacher teams and coaching).
		
		   The ILT facilitates ongoing two-way communication.
		
		   The ILT facilitates regular and orderly staff decision-making that advances school's strategic focus.
		
		   The ILT regularly reflects on team processes and effectiveness and acts to improve its functioning and its progress toward school-wide goals.
		
		   The ILT monitors implementation of the school's plan trhough analysis of qualitative and quantitative data, wherein it makes adjustments accordingly.
		
		   Teachers meet in grade levels for planning.	

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.	Hendricks School systematically analyzes data relevant to its theory of action. NWEA analysis is ongoing, at the school, department, grade and classroom levels, is adjusted to remain congruent with the school's focus and is targeted to support particular teachers and students. We will meet on a monthly basis to analyze data.	

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 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.	Each grade level team will have a year-long scope and sequence which maps out the common core in the particular sequence and order per subject area. Each grade level will have development and implement common units of instruction which are directly linked to the identified standards. Instructional and informational texts will be sufficiently complex at grade level and CCSS grade band levels. Hendricks School plans include supports to ensure students with disabilities needs are met for all subject areas.	
	Instructional materials	-->		**2**
	• 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).	Hendricks School instructional materials are aligned with standards. Hendricks School instructional materials support students with disabilities. The school does not need to support ELLs at this time but if it changes in the future we will ensure that their instructional needs are met.	

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.

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
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.	Hendricks School organizes its data after each assessment, which is organized and made immediately available to all stakeholders through the NWEA and Dibels websites. Hendricks School monitors student learning via screening, benchmark, diagnostic, and formative and summative assessments. Hendricks School institutes testing accommodations and modifications for students with disabilities. Rti interventions are targeted to students who need additional assistance.	

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
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.
		Hendricks School will clearly articulate learning objectives, directions, procedures and relevance of the subject lesson.
		
		   The teachers ask questions to promote student thought and understanding.
		
		   Teachers organize lessons and deliver instruction consistent with standards to promote understanding and mastery.
		
		   The teachers present instruction based on student background knowledge, and gradually releasing text and task complexity consistent with ongoing understanding for all students.	

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
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Hendricks School systematically administers screening instruments to identify students in need of possible intervention. Hendricks School provides in class and small group instruction and targeted intervention, one-on-one intervention and outside classroom supports. The Rti Specialist monitors and adjust interventions.	
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.	Hendricks School has in place a professional development plan for the academic year that is consistent with stated priorities and future growth The school monitors professional development by observing teachers and having post conferences. The Professional development structures are ongoing, embedded and relevant professional development.	

Professional Learning

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 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.	Hendricks School ensures teachers regularly collaborate on a weekly basis to review best practices and formative assessment data. Hendricks , teachers and Rti Specialist meet once a month to review progress monitoring data for students receiving interventions. Student learning is becoming a main stay of the teacher teams. The teams are made up of general education teachers, special education teachers, and other professional clinicians and service providers. There are protocols and processes in place to ensure collaboration.	
	Instructional coaching	-->		3
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The administration provide coaching for the teachers at Hendricks Community Academy. The administration provides new teachers with induction support. Has begun working on plans that tailors professional development to each teacher. Administration will provide teachers with regular and consistent feedback which supports their growth.	

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 4:Climate and Culture	***High expectations & College-going culture***	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	All Hendricks School and staff reinforce in students the goal to attend college and be career ready. Hendricks School developed a plan to build a college-going culture through visiting college campuses and discussing the importance of receiving a complete education. There are programs in place that provide students opportunities for leadership and advocacy. Look into partnering up with a university.	
	Relationships	--->		**3**
	• 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.	Hendricks School would like to ensure that each child has an adult advocate who cares about the students and supports their goals. The school is characterized by respectful interactions among students between staff and students. Staff responds appropriately and fairly to disrespectful behavior. Hendricks ensures students with disabilites are physically and socially integrated and engaged in the school community. The staff at Hendricks respects all students and their families.	
	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.	Hendricks School's displine policy is common, consistent, school-wide and tiered which recognizes and builds on positive behavior. We follow the uniform discipline code to the letter. Hendricks is a PBIS school and utilizes the Second Step curriculum. The environment at the school is safe and welcoming.	

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
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.
		The administration ensures parents understand the school's performance and improvement plans by clarifying and explaining all relevant information.
		
		   Hendricks School teachers clearly communicate to parents students' levels of expected achievement, including grade-level standards and examples of model work.
		
		   Hendricks' staff provide information to parents about school choices for those families relocating or students transitioning.	

Ongoing communication	-->		**4**
• 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.	The school regularly informs parents about student progress in light of grade-level expectations and how learning can be supported at home. The teachers each had a meeting with the parents at the beginning of the year. Monthly newsletters go out and parents can access the website. In this way, Hendricks School gains valuable insight as to the students' strengths and needs. Information goes home every Thursday to ensure that the	
Bonding	-->		**4**

• The school has a business-like atmosphere.
• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.
	• The school establishes and non-threatening, welcoming environment.
	• The principal leads the work to empower and motivate families and community to become engaged.
	• School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.
		The Hendricks School environment is non-threatening and very welcoming.
		   Local school council meets once a month.
		  PAC meetings are once a month.
		   The administration ensures that parents and community members are engaged.
		   The school provides opportunities for parents and the community to participate in ongoing activities.
		  End of the year activities to showcase activities.
		   Technology workshops for parents.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**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.	Hendricks School reaches out to parents needing specialized support via home visits and social agency collaboration.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Hendricks School exposes students to relevant college experieinces, visting college teams, visiting schools for authentic experiences. The school has a career week for all students to begin thinking about future careers that may appeal to them.	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Hendricks school supports student college and career planning, preparation, participation and performance through a rigorous academic program, including access to information and opportunities. Career week also assists in sharing new insight into future goals.	
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.	Hendricks School exposes its students to a wide range of extracurricular and enriching experiences building leadership, fostering talents, developing interests and increasing students involvement.	

6: College and Career Readiness Supports

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*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Hendricks school assists students and parents with high school goals and placement. The students in the eighth grade take the Explore assessment to help them make career and college choices. 8th grade teacher works hard to ensure that students are	
	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.	Does not apply	
	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.	Hendricks school ensures that student transitions (i.e., from one grade level to the next or from elementary school to high school) are as seamless as possible.	

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***	--->		**2**

	• 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.
			Hendricks school spends discretionary funds consistent with school needs and priorities that will have the greatest impact on children.
			    The school seeks outside funding and community partnerships to meet needs.
			    The school focuses resources for student achievement per strategic goals.	

	Building a Team	--->		**3**

	• 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.
			Hendricks hires staff after it assesses student needs, staff capacity and scheduling priorities
			    Future candidates must volunteer at the school so that the administration can assess their potential.
			    There is a multi-step process with teacher input, including candidate questionnaires and protocols addressing effective teaching demonstrations.	

	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.	The school schedule provides sufficient time for teacher teams to regularly and meaningfully collaborate. The school ensures that students struggling academically receive interventions structured throughout the day.	

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

Hendricks Community Academy strives to create a community of learners by providing a challenging and rigorous core curriculum that promotes critical thinking, integrates technology, and fine arts.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy enriched classrooms that develops comprehension along with anaylsis of words and phrases. Teachers will achieve through small group instruction to ensure meeting every child's needs and improving their strengths with instruction that is aligned to the Common Core State Standards in reading and writing, while utilizing technology for assessment and intervention.	Small group instruction is needed to address students' needs since only 48% of our students meet national norms on the ISAT in 2011.
2	Math instruction that is inclusive of all learning styles while incorporating representation, reasoning, communicating, and problem solving strategies throughout the Common Core State Standards.	66% of our students met the standards on the ISAT math in 2011, we will need to develop critical thinkers that are able to solve mathematical problems using reasoning and problem-solving strategies.
3	Science instruction will align with the national framework of science standards while integrating engineering and technology in the middle grades and also develops the capacity to discuss and think critically about science related issues in all grades.	Our data indicates that the students are well below national norms in science. Our students lack prior knowledge because of limited experiences.
4	Fine arts curriculum that will allow students to explore creative and meaningful experiences.	99% of our students come from low economic homes and lack the opportunity and exposure to finding their talents in the creative areana.
5	A positive social and emotional health philosophy that will allow our students to think empathetically and engaged in respectful discourse and positive behavior toward others.	Our school continues to have 40% of violent behaviors due to the lack of empathy and respect toward others and responsibility of actions.l

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
Literacy enriched classrooms that develops comprehension along with anaylsis of words and phrases. Teachers will achieve through small group instruction to ensure meeting every child's needs and improving their strengths with instruction that is aligned to the Common Core State Standards in reading and writing, while utilizing technology for assessment and intervention.	Small group instruction is needed to address students' needs since only 48% of our students meet national norms on the ISAT in 2011.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts	Supplies	All	teachers	Summer 2012	Quarter 1		
Professional development with an emphasis on comprehension for teaching key ideas and details, in addition to craft and structure which are aligned to the College and Career Readiness Anchor Standards for Reading.	Professional Development	All	teacher	On-going	On-going		
Purchase additional teachers to reduce class sizes in over crowded class rooms and provide opportunities to increase the number of students meeting the standards in literacy.	Staffing	All	teacher	On-going	On-going		
Assess current technology capacities and identify needs in order to support data collection and analyze data. Use of technology will support progress monitoring and intervention programs.	Equipment/ Technology	All	Administration	Summer 2012	On-going		
Professional development from the Illinois Writing Project to increase awareness and support the structures for daily writing across all content areas.	Professional Development	All	Administration	Summer 2012	On-going		
Provide reading instruction intervention to students flagged on beginning of year screening. Students who are intensive on DIBELS and below national norms on NWEA will be targeted.	Instruction	Other student group	teachers	Quarter 1	On-going		
Professional development to increase teacher capacity to facilitate classroom discourse which includes argumentative thinking, reasoning, and debate.	Professional Development	All	teacher	Summer 2012	On-going		

Strategic Priority 1

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Thomas A Hendricks Elementary Community Academy

CHICAGO
PUBLIC
SCHOOLS | CPS

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
Math instruction that is inclusive of all learning styles while incorporating representation, reasoning, communicating, and problem solving strategies throughout the Common Core State Standards.	66% of our students met the standards on the ISAT math in 2011, we will need to develop critical thinkers that are able to solve mathematical problems using reasoning and problem-solving strategies.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess current math materials to determine alignment with Common Core Standards and invest in new Instructional materials and textbooks as necessary.	Supplies	All	administration	Summer 2012	On-going		
Provide professional development on problem solving strategies and small group instruction in math concepts utilizing scaffolded instruction.	Professional Development	All	administration	Summer 2012	On-going		
Provide math instruction intervention to students flagged on beginning of year screening. Students who are intensive on m-class and below national norms on NWEA will be targeted.	Professional Development	All	Rti specialist	Quarter 1	On-going		
Continue implementation of NWEA assessments and individual teacher level support of data analysis to identify target skills and standards for re-teaching in order to meet student growth targets.	ILT/ Teacher Teams	All	teacher	Quarter 1	On-going		
Infuse technology to enchance critical thinking and exploration to deepen understanding of mathematical concepts.	Equipment/ Technology	All	administration	Summer 2012	On-going		
Purchase graphing calculators	Equipment/ Technology	All	administration	Summer 2012	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Science instruction will align with the national framework of science standards while integrating engineering and technology in the middle grades and also develops the capacity to discuss and think critically about science related issues in all grades.	Our data indicates that the students are well below national norms in science. Our students lack prior knowledge because of limited experiences.

Action Plan & Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue professional development over summer that highlights conservation and current environmental issues.	Instruction	All	teacher	Summer 2012	On-going		
Science instruction that incorporates individual and cooperative learning strategies and techniques.	Instruction	All	teacher	Summer 2012	On-going		
Science equipment is available and utilized to ensure that students have the appropriate tools to complete laboratory investigations which will include real world applications.	Equipment/ Technology	All	administration	Summer 2012	On-going		
Develop an understanding of genetics to advance in the area of bioengineering and biotechnology.	Equipment/ Technology	All	administration	Summer 2012	On-going		
Increasing literacy in science by purchasing science reading texts to go along with the lab experiments.	Equipment/ Technology	All	administration	Summer 2012	On-going		
Create a syllabi that charts the year for the students to help prepare them for their workload.	Instruction	All	teacher	Quarter 1	On-going		
Instituting Chicago Conservation Corps (C3) Student Club to inspire students to protect and work for the environment.	Instruction	Other student group	teacher	Summer 2012	On-going		
Audit and invest in Common Core materials and supplies necessary to conduct experiments.	Equipment/ Technology	Not Applicable	teacher	Summer 2012	On-going		
Professional development in bioengineering and biotechnology to acquire additional knowledge to share with students.	Instruction	All	teacher	Summer 2012	On-going		
Deliver professional development for K-5 teachers using inquiry based instruction delivered by science teacher.	ILT/ Teacher Teams	All	teacher	Summer 2012	On-going		

Strategic Priority 3

Ensure that technology is part of the science lab in order to complete science related projects in a timely manner	Equipment/ Technology	All	administration	Summer 2012	On-going		

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
Fine arts curriculum that will allow students to explore creative and meaningful experiences.	99% of our students come from low economic homes and lack the opportunity and exposure to finding their talents in the creative areana.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a full time music teacher to teach students during the entire school year	instruction	all	administration	Summer 2012	On-going		
Ensure that each student will have a visual art class once a week	instruction	all	administration	Summer 2012	On-going		
Utilize an ESP personal for tap dancing lessons in the primary grades	instruction	Other student group	administration	Quarter 1	On-going		
Utilize an ESP personal for guitar lessons in the intermediate grades	instruction	Other student group	administration	Quarter 1	On-going		
Photography classes for students in the sixth grade class to continue on with an arts curriculum	instruction	Other student group	administration	Quarter 1	On-going		
Purchase video and still cameras to assist with photography	instruction	Other student group	administration	Quarter 1	On-going		
Collaborate with outside arts professionals to develop a program where all students can participate in an arts program throughout the year.	Staffing	All	administration	Summer 2012	On-going		
Establish a school wide band, color guard, and drill team.	Staffing	Other student group	administration	Quarter 1	On-going		

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
A positive social and emotional health philosophy that will allow our students to think empathetically and engaged in respectful discourse and positive behavior toward others.	Our school continues to have 40% of violent behaviors due to the lack of empathy and respect toward others and responsibility of actions.l

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review PBIS standards with staff and institute a strong presence of the program as a whole school positive behavior support model.	instruction	all	teachers	summer 2012	on-going		
Provide professional development and on-going training utilizing Second Step program in classroom settings.	instruction	all	teachers	summer 2012	on-going		
Continue with the store to redeem tickets that are received for good behavior	ILT/ Teacher Teams	all	all	summer 2012	on-going		
Purchase items for the good behavior store	Supplies	All	all	summer 2012	on-going		
Secure social worker at the school for at least 3 days per week.	Other	Other student group	administration	summer 2012	Quarter 1		
Establish a monthly punch card system per student awarding them with hole punches for good behavior; encouaging responsibility for cards on the students.		all	PBIS Team	summer 2012	on-going		
Seek donations from community businesses and associations building stronger community support.		all	all	summer 2012	on-going		
PA announcements for academic progress continue and add announcements, shout-outs for behavior progress		all	administration	summer 2012	on-going		
Encourage common language practices with entire staff in PBIS and SEL areas; especially ancillary staff.		all	PBIS Team	summer 2012	on-going		

Strategic Priority 5

Establish Principal Rewards for staff to be redeemed for classroom supplies and surprises		all	administration	summer 2012	on-going		
Establish special events as rewards. (lunch with the principal, counselor, recess time, trips, activities)		all	PBIS Team	summer 2012	on-going		
Counselor will continue to meet weekly with grades 6, 7. Grade 8 will be added 2012-2013.		Other student group	Counselor	summer 2012	on-going		
Develop a CARE team to develop action plans regarding negative student behaviors. Mentors will be set and follow up on their student.		all	administration and counselor	summer 2012	on-going		
Teachers will attend neessary PBIS trainings.		all	all	summer 2012	on-going		
Counselor will act as the PBIS internal coach.		all	Counselor	summer 2012	on-going		