



2012-2014 Continuous Improvement Work Plan

Thomas Hoyne Elementary School

Skyway Elementary Network

8905 S Crandon Ave Chicago, IL 60617

ISBE ID: 150162990252275

School ID: 610002

Oracle ID: 23871



Mission Statement

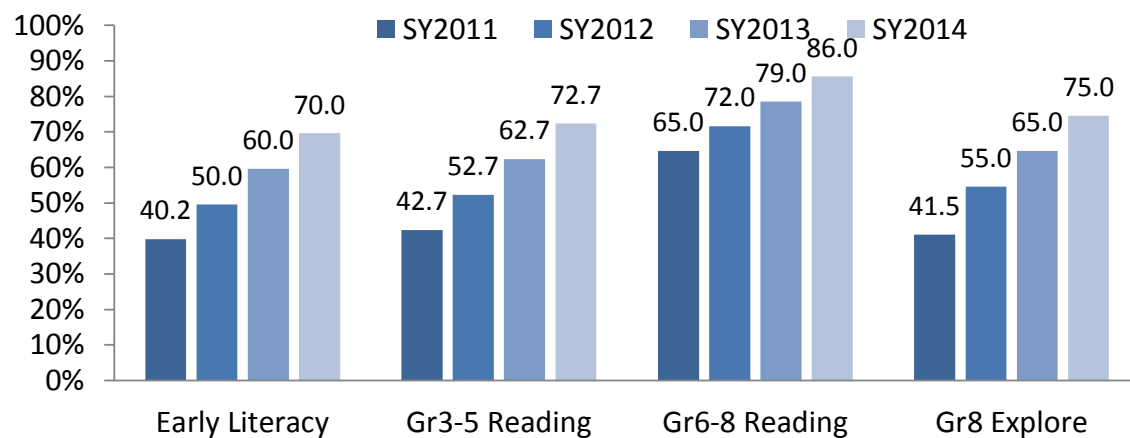
The mission of Thomas Hoyne Elementary School is to prepare our students for college and career readiness, seek the potential in ALL STUDENTS and help them to discover that potential within themselves. We will create an environment conducive to learning for ALL STUDENTS of diverse backgrounds. We will develop ALL STUDENTS' ability to learn effectively in all subject areas by providing high quality literacy, math, science, and social studies instructional programs that are integrated with fine arts enabling ALL STUDENTS to show academic growth and achievement.

Strategic Priorities

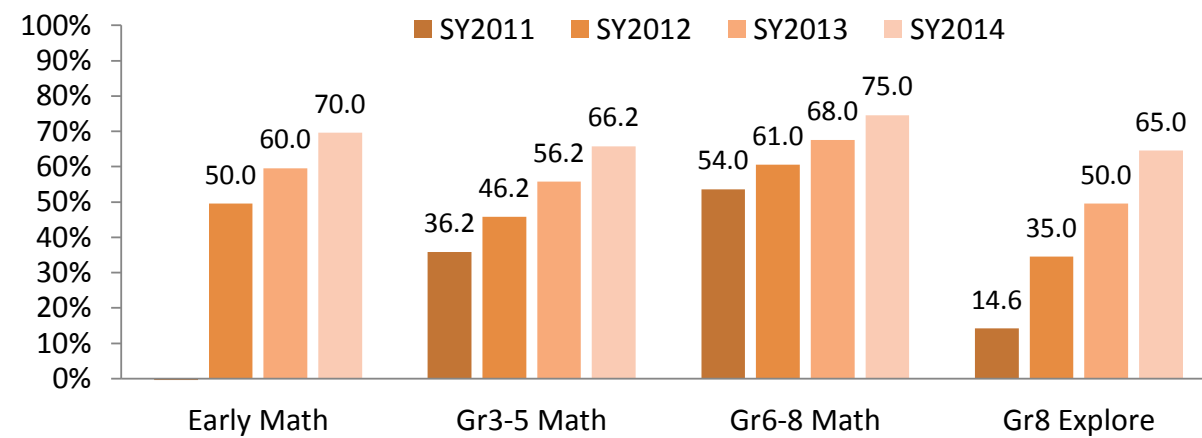
1. To ensure that we are preparing our students for college and career readiness, Hoyne teachers will focus on improving instructional practice through full implementation of the CPS Framework for Teaching (how we teach).
2. In order to align curricula materials and classroom instruction to the Common Core State Standards (what we teach), Hoyne teachers will address the major shifts in literacy and math instruction.
3. Hoyne teachers will effectively implement and support the CPS Full School Day Initiative (time to teach).
4. Hoyne teachers will continue to provide/support a very technologically driven initiative.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

| School Name | |
|---|--------------------------------|
| To get started, please select your school's name from the drop down list: | Thomas Hoyne 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 |
| Yvonne Calhoun | Principal |
| Edwin Mason | Assistant Principal |
| Nicole Spicer and Janie Williams | Special Education Faculty |
| Kimberly Johnson and Traci Dunlap | Classroom Teacher |
| Stephanie Armstead and Phylis McGarr | Classroom Teacher |
| Diane Gansho and Laura Kimmel | Classroom Teacher |
| Kimiko Pettis | Classroom Teacher |
| Katie Jenner | Classroom Teacher |
| Lucille Jancaric | Classroom Teacher |
| Andrea Price | Special Education Faculty |
| Melissa Kutsulis | Classroom Teacher |
| Susan Pagels | Counselor/Case Manager |



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 | 40.2 | 50.0 | 60.0 | 70.0 | | Early Math % of students at Benchmark on mClass | NDA | 50.0 | 60.0 | 70.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 42.7 | 52.7 | 62.7 | 72.7 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 36.2 | 46.2 | 56.2 | 66.2 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 56.3 | 61.3 | 66.3 | 71.3 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 61.7 | 71.7 | 79.7 | 87.7 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 65.0 | 72.0 | 79.0 | 86.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 54.0 | 61.0 | 68.0 | 75.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 50.0 | 57.0 | 64.0 | 71.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 50.0 | 57.0 | 64.0 | 71.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 41.5 | 55.0 | 65.0 | 75.0 | | Explore - Math % of students at college readiness benchmark | 14.6 | 35.0 | 50.0 | 65.0 |



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 | 94.8 | 95.6 | 96.6 | 97.6 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 0.0 | 0.0 | 0.0 | 0.0 |

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 | 79.9 | 81.9 | 85.9 | 89.9 | | ISAT - Reading % of students exceeding state standards | 14.0 | 30.0 | 40.0 | 50.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 79.9 | 83.9 | 87.9 | 91.9 | | ISAT - Mathematics % of students exceeding state standards | 23.4 | 40.0 | 50.0 | 60.0 |
| ISAT - Science % of students meeting or exceeding state standards | 83.6 | 85.6 | 87.6 | 90.6 | | ISAT - Science % of students exceeding state standards | 34.5 | 40.0 | 50.0 | 65.0 |

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 -----> | | | 2 |
| | <ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. | <ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | <p>The development of the theory of action is an on-going process. However, Hoyne School has established clear, measurable goals for student achievement. According to NWEA/MAP test scores, Hoyne has been successful in moving students towards their target RIT scores. At least 55% of our 3rd - 8th grade students are keeping pace with meeting their growth targets. In addition, goals have been set and achieved to implement co-teaching, develop and nurture relationships with local colleges, universities, and small businesses, and increase teacher collaboration time.</p> | |
| | Principal Leadership -----> | | | 3 |
| | <ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | <ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | <p>The principal spends at least 10 hours per week monitoring and evaluating teaching and learning and its impact is evident in the high levels of student achievement. A conscious effort has been made by the principal to engage in the reflection of best practices, the evaluation of formative and summative assessment and promote continuous growth as means of raising student achievement. The principal regularly communicates the mission and vision statement to all stakeholders and uses the mission and vision as part of the school improvement planning process. All stakeholders are aware of the vision and mission of the school and can articulate their role in attaining the school's mission and vision. Parents are seen and meaningfully involved in the instructional processes of the school. The principal has the NCLB/PAC that meets on a regular basis. Parent meetings are held by the principal to review the school's performance, the goals and how to attain those goals. Professional developments are also held for the parents in all core subject areas in order for them to be well equipped with the knowledge that they will need in order for them to help the school to reach its goal.</p> | |

School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Teacher Leadership -----> | | | 3 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>Each committee is lead by a grade level teacher and/or SpEd teacher. School-wide issues and concerns are presented to the full staff and a collaborative decision is made when appropriate. Teachers lead professional development sessions. Across the school, our teacher teams work effectively with data to drive instruction. In addition, each grade level cluster has had success in writing and receiving grants/scholarships. Teachers from every department serve as coaches for academic clubs and extra-curricular activities.</p> | |

School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Instructional Leadership Team (ILT) -----> | | | 2 |
| <ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. | <ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly | <p>Our ILT team is representative of all grade level clusters, including Special Education. The ILT re-delivers professional development from the network level. The future goals of the ILT includes increased staff wide engagement in decision making, incorporation of new sources of data to monitor school-wide functionality, and to become experts in leading the work to improve teaching and learning.</p> | |
| Monitoring and adjusting -----> | | | 2 |
| <ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | <ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | <p>Our ILT analyzes district assessments when reports are made available. Currently, we effectively analyze school-wide data. Our ILT's future goal is to develop a systematic approach to analyzing data at the grade level and classroom level. This will lead to a clearer focus on how to differentiate and support instruction.</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <p>Teachers across grade levels are regularly collaborating regarding the academic performance of all students. In addition, there are regular discussions of effective strategies that ensures that all students are able to access the general education curriculum. The Fine Arts teachers meet regularly and work collaboratively with the general ed. teachers to incorporate the Illinois learning standards and the CCSS. Due to the size of our population, teachers have been planning daily classroom instruction in isolation. However, with the implementation of the Common Core State Standards, teacher teams are becoming more collaborative and having valuable vertical and horizontal alignment conversations. As teachers begin to unpack the CCSS, we are collaboratively assessing our curricular resource needs.</p> | |
| | Instructional materials -----> | | | 3 |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <p>Teachers have the same resources; however, each teacher uses their instructional materials differently. Textbooks are aligned to the Illinois State Standards and appropriate for each grade level. Within the curriculum resources, differentiation strategies and suggestions are included for meeting the needs of all students. In addition, teachers have access to supplemental resources. Our goal these upcoming school years include the purchase of materials that will enable the full implementation of the Common Core State Standards.</p> | |
| <p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p> | | | | |

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 -----> | | | 2 |
| <ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. | <ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | <p>Teachers are using assessment data at each grade level to address the instructional needs based on district and state level assessments. Each grade level is using a comprehensive set of assessments to monitor student achievement. Our goal is to increase collaboration across grade levels, to address mastery of all learning standards through research-based instructional strategies that work best with our population of students.</p> | |

School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| Instruction -----> | | | 2 |
| <ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. | <ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | <p>Each day, teachers update and post "I Can" statements that are aligned to daily lessons to communicate the learning objectives to the students. During the fall institute days, teachers create curriculum maps that will guide their scope and sequence throughout the year. However, formative data is not consistently used to adjust the scope and sequence to meet the needs of all students. In addition, teachers have been working to use more varied levels of questioning during class discussion. The goal is to create more tasks that will provide data that demonstrates student progress, standards mastery, and to think critically independently.</p> | |

School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| Intervention -----> | | | 2 |
| <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <p>Interventions are implemented and monitored by individual teachers. All teachers use ISAT and/or NWEA MAP scores to identify "at-risk" students that need Tier 2 interventions. Due to staff limitations, use of push-in support and additional support outside of the classroom are difficult to implement. In addition, the same staffing limitation makes it difficult to closely monitor interventions to make necessary adjustments every 6 weeks.</p> | |
| Whole staff professional development -----> | | | 3 |
| <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; padding-right: 5px;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <p>Hoyne has developed a year-long, school-wide professional development plan that addresses the school's priorities and growth areas. However, there is no system for the continuous monitoring of the effectiveness of all professional development.</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|-----------------------|--|---|--|------------|
| DIMENSION 3: I | Grade-level and/or course teams -----> | | | 2 |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <p>Teachers meet regularly to discuss various topics. Agendas are developed based on the needs of each grade level team. At times, the principal and/or ILT selects topics for teacher teams to discuss. Planning typically takes place with general education and special ed. teachers only. It is our goal to develop a more systematic approach to long-term unit planning, regular analysis of formative data, and discuss interventions and progress monitoring to ensure that effective collaboration occurs between the general education and special education teachers.</p> | |
| | Instructional coaching -----> | | | 2 |
| | <ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. | <ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. | <p>Peer coaches are assigned based on individual teacher needs to foster adequate professional growth. School-wide professional development needs are established from instructional weaknesses identified from ISAT and NWEA/MAP data. Hoyne staff is stable and does not require a formal teacher induction program. Administrators provide quality feedback based on individual teacher needs. When applicable, peer observations and cross-classroom visitation is scheduled, but not as an integral part of the school's professional development plan.</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 3 |
| | <ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | <ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice | Teachers strategically plan and incorporate college research projects with students throughout the year. Teachers often discuss the academic expectations that students will need to meet to become college ready. Teachers communicate high expectations to students through rigorous instruction. In addition, students are given leadership opportunities throughout the school year as hall monitors, safety patrol, recycle monitors, primary monitors, clean team etc. | |
| | Relationships -----> | | | 4 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. | Teachers follow up with students on past issues that affect their social and emotional development. Teachers consistently display understanding and empathy regarding the student's home and social life. Hoyne has worked very hard to integrate students with disabilities into settings with their non-disabled peers for academic and social experiences. | |
| Behavior & Safety -----> | | | 3 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | Hoyne School utilizes the PBIS (Positive Behavior Interventions with Support) process to devise interventions that will support the socio-emotional and academic development of our students. The entire staff (administrators, teachers, and ESP) share this approach by rewarding good behavior to students who follow the school-wide and classroom rules. | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|--|--|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 3 |
| | <ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. | <ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | At the beginning of the year, the school hosts an assembly where all stakeholders are invited to learn about the performance of the school from the previous year and to hear the goals for the upcoming school years. In addition, the school sends home parent notifications with the school report card information, individual student's ISAT data reports, and several bulletin board areas are designated for the posting of school data. Teachers also send home correspondences to parents expressing the academic expectations for all students and how their parents can become involved in their students' academic careers. Hoyne would like to become more proactive in providing support for parents through the transition process at benchmark grades 3, 6, 8. | |
| | Ongoing communication -----> | | | 3 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | Teachers are responsible for maintaining and organizing parent communication logs. Teachers record the date, time, topic, and response each time they communicate with a parent. In addition, on the last day of each month, teachers turn in their logs to the principal for analysis. | |
| Bonding -----> | | | 3 | |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | Throughout the school year, Hoyne hosts several activities that engage the whole school community, from school assemblies, Science Fairs for each grade level cluster, art night, chess team, field trips, after school activities, sports, etc. Students are the lifeline of the school and parents are encouraged to support their child academically and socially. In addition, there is a welcome center in the foyer of the school that provides a wealth of information that parents can take with them. This literature gives parenting tips, homework help, community resources, tutoring, etc. | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|--|------------|
| 6: College and Career Readiness Supports | Specialized support -----> | | | 2 |
| | <ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. | <ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Students with disabilities are provided with the required services within the school building. However, more intensive outreach to families in need of support is lacking. This year, students that did not have computers at home were connected with the Assistive Technology Network to get refurbished desktops. Collaboration occurs between general education teachers, special educations | |
| | College & Career Exploration and election -----> | | | 3 |
| | <ul style="list-style-type: none"> Information about college or career choices is provided. | <ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | Once a week during instructional technology, students log into What's Next Illinois/PAWS to take interest inventories and learn about career choices based on their preferred leisure activities and academic subjects of interest to identify potential career paths. A more strategic approach is needed. | |
| Academic Planning -----> | | | 3 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Students are exposed to outside experiences such as a field trip programs that includes a trip to the courthouse and law offices. This allows for interaction with lawyers and judges, stimulating an interest in law. As a part of the career path portfolio different components of mapping high school academic classes are submitted to new high school counselors. | | |
| Enrichment & Extracurricular Engagement -----> | | | 3 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | As a Fine Arts School, Hoyne is successful in ensuring that all students experience and participate fully in all assemblies, productions, music performances, and extra-curricular activities. | | |

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 -----> | | | 3 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | <p>Students participate in career and college assessments by developing a career path portfolio that includes interest inventories, high school readiness surveys, research projects from Dream Catchers, and activities from the Occupational Outlook Handbook. For 8th grade students the EXPLORE Test is taken and</p> | |
| | College & Career Admissions and Affordability -----> | | | |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | N/A | |
| Transitions -----> | | | 3 | |
| | <ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. | <ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | <p>Coordinated with the counselor, transitions are addressed with the families to ensure effective movement between grade levels. Students with special needs benefit from a parent and student transition questionnaire. In addition, there is a detailed student transition plan included in thier Individual Educational Plan (IEP).</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | 4 |
| | <ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | <p>Hoyne uses the appropriate resources to support learning which aligns with the School Improvement Plan. This includes the availability of textbooks, instructional materials, hiring of teaching staff, and hiring of consultants. Teachers and teacher assistants also attend professional development workshops that align with the learning standards and curriculum. The purchasing of computers and computer software, instructional supplies, additional support through museums, universities, and small businesses, as well as access to other resources outside of the school building are integral to the achievement of our goals for student learning.</p> | |
| | Building a Team -----> | | | 3 |
| | <ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. | <ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. | <p>When a teacher vacancy occurs, a recruitment team is assembled. This team attends job fairs, conducts panel interviews, and observes lesson demonstrations. Hoyne School has a strong partnership with the local colleges and universities, which provides multiple opportunities for student observers and student teachers. If vacancies occur, these candidates become part of our potential hiring pool. Candidates are encouraged to present their portfolio of their accomplishments and accolades to the interview committee. Mentor teachers are assigned to ensure that new teachers are working towards building their philosophy of education and achieving the mission and vision of the school.</p> | |
| Use of Time -----> | | | 3 | |
| | <ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. | <p>School schedules are designed based on the number of minutes per subject. However, based on summative data, the literacy block has been extended 120 minutes per day for every grade level. The schedule allows for grade level common planning to support collaboration before and after school, as well as multiple 45 - minute common preparatory time periods per weel. At present, individual teachers are structuring their schedules to support intervention for struggling students but, our goal is to use our extended instructional school day to strategically plan interventions</p> | |

Mission & Strategic Priorities

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

Mission Statement

The mission of Thomas Hoyne Elementary School is to prepare our students for college and career readiness, seek the potential in ALL STUDENTS and help them to discover that potential within themselves. We will create an environment conducive to learning for ALL STUDENTS of diverse backgrounds. We will develop ALL STUDENTS' ability to learn effectively in all subject areas by providing high quality literacy, math, science, and social studies instructional programs that are integrated with fine arts enabling ALL STUDENTS to show academic growth and achievement.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|--|--|
| 1 | To ensure that we are preparing our students for college and career readiness, Hoyne teachers will focus on improving instructional practice through full implementation of the CPS Framework for Teaching (how we teach). | We scored our school a "2" in "Curriculum" on the SEF. By beginning the implementation of the CPS Framework for Teaching, this will enable teachers to provide differentiated instruction for our students to meet their instructional needs. In addition, by utilizing formative and summative data, this initiative will help teachers to plan rigorous instructional units that incorporate research-based instructional strategies. |
| 2 | In order to align curricula materials and classroom instruction to the Common Core State Standards (what we teach), Hoyne teachers will address the major shifts in literacy and math instruction. | By beginning the implementation of the Common Core State Standards, this will enable teachers to ensure rigorous content and application of knowledge through higher-order thinking skills and build upon strengths and lessons of current state standards. In addition, teachers will prepare students for college and career readiness by establishing individualized benchmark goals. We need to implement a more rigorous literacy and mathematical curriculum as we have below 60% meeting growth targets in literacy and math. |
| 3 | Hoyne teachers will effectively implement and support the CPS Full School Day Initiative (time to teach). | The Full School Day Initiative will provide an additional 60 minutes per school day for Hoyne students in Reading, Writing, Math, Science, and Social Studies while enabling teachers to effectively collaborate across the grade levels and curriculum. More instructional minutes will allow all teachers to implement the Common Core State Standards with fidelity, depth and rigor providing the opportunity for our students to master these concepts. |
| 4 | Hoyne teachers will continue to provide/support a very technologically driven initiative. | A technologically driven curriculum will enable teachers to reach and engage students by addressing multiple learning modalities. This will also ensure that Hoyne students are adequately prepared for college and career readiness in the 21st century. |

| | | |
|---|----------|--|
| 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 |
|--|---|
| To ensure that we are preparing our students for college and career readiness, Hoyne teachers will focus on improving instructional practice through full implementation of the CPS Framework for Teaching (how we teach). | We scored our school a "2" in "Curriculum" on the SEF. By beginning the implementation of the CPS Framework for Teaching, this will enable teachers to provide differentiated instruction for our students to meet their instructional needs. In addition, by utilizing formative and summative data, this initiative will help teachers to plan rigorous instructional units that incorporate research-based instructional strategies. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|--------------|-------------------|-------------|-----------|--------|-----------------------|
| Provide professional development throughout the year for data analysis of the benchmark assessments | Parental Involvement | All | Faculty | Summer 2012 | On-going | | |
| Provide professional development for the teachers regarding the framework for effective teaching (Danielson) | Professional Development | All | Faculty | Summer 2012 | On-going | | |
| Differentiation Workshop - Focus: Reading Comprehension Strategies | Professional Development | All | Administrator(s) | On-going | On-going | | Provided by SDE |
| Differentiation Workshop - Focus: Writing Strategies | Professional Development | All | Administrator(s) | On-going | On-going | | Provided by SDE |
| Differentiation Workshop - Focus: DI/RtI Connection | Professional Development | All | Administrator(s) | On-going | On-going | | Provided by SDE |
| Math with Meaning - Foundations of Number Sense | Professional Development | All | Administrator(s) | On-going | On-going | | Provided by SDE |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



Strategic Priority 1

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|--|--|
| In order to align curricula materials and classroom instruction to the Common Core State Standards (what we teach), Hoyne teachers will address the major shifts in literacy and math instruction. | By beginning the implementation of the Common Core State Standards, this will enable teachers to ensure rigorous content and application of knowledge through higher-order thinking skills and build upon strengths and lessons of current state standards. In addition, teachers will prepare students for college and career readiness by establishing individualized benchmark goals. We need to implement a more rigorous literacy and |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|-------------------|-------------|-----------|--------|-----------------------|
| Provide professional development for the effective implementation of the Common Core State Standards | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Provide professional development for teaching math through problem solving | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Provide professional development for teaching the foundations of number sense | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Provide professional development for writing across the curriculum | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Provide Professional development for reading across the curriculum | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Provide professional development for effective use of instructional technology | Professional Development | All | Administrator(s) | On-going | On-going | | |
| Purchase academic materials to support CCSS implementation including, but not limited to novel sets, math curricula materials, supplemental science and social studies materials | Instructional Materials | All | Administrator(s) | Summer 2012 | Quarter 1 | | |
| Purchase additional instructional technology software/programs including, but not limited to Study Island, Brainpop, Achieve 3000, Reading A-Z, Raz Kids, etc. | Instructional Materials | All | Administrator(s) | Summer 2012 | Quarter 1 | | |
| Purchase subscriptions to supplemental informational text reading materials (Time for Kids, Weekly Reader, National Geographic Kids, Current Science News, Scholastic Action (SpEd), etc. | Instructional Materials | All | Administrator(s) | Summer 2012 | Quarter 1 | | |
| Update instructional materials (textbooks, student workbooks, etc.) | Instructional Materials | All | Administrator(s) | Summer 2012 | Quarter 1 | | |
| | | | | | | | |
| | | | | | | | |



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 |
|---|--|
| Hoyne teachers will effectively implement and support the CPS Full School Day Initiative (time to teach). | The Full School Day Initiative will provide an additional 60 minutes per school day for Hoyne students in Reading, Writing, Math, Science, and Social Studies while enabling teachers to effectively collaborate across the grade levels and curriculum. More instructional minutes will allow all teachers to implement the Common Core State Standards with fidelity, depth and rigor providing the opportunity for our students to master these |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|-------------------|-------------|-----------|--------|--|
| Response to Intervention - Strategies that Work | Professional Development | All | Administrators | Summer 2012 | On-going | | |
| Collaboration Time - Data Analysis | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Collaboration Time - RtI Progress Monitoring | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Collaboration Time - Differentiation Planning | ILT/ Teacher Teams | All | ILT | Quarter 1 | On-going | | |
| Additional Miscellaneous Position | Staffing | All | Administrators | Quarter 1 | Quarter 4 | | To assist in the implementation of the full school day initiative (recess, lunch, pull-out intervention, etc.) |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



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 |
|---|---|
| Hoyne teachers will continue to provide/support a very technologically driven initiative. | A technologically driven curriculum will enable teachers to reach and engage students by addressing multiple learning modalities. This will also ensure that Hoyne students are adequately prepared for college and career readiness in the 21st century. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|--------------|-------------------|-------------|-----------|--------|--|
| Professional Development - Technology Hardware | Professional Development | All | Teacher Leaders | Summer 2012 | On-going | | Teacher-Led - LCD, Document Cameras, etc. |
| Professional Development - Technology Software | Professional Development | All | Teacher Leaders | Summer 2012 | On-going | | Teacher-Led - Study Island, Brainpop, etc. |
| Purchase additional laptop carts | Equipment/Technology | All | Administrators | Quarter 1 | Quarter 2 | | Mobile Computer Lab Initiative |
| Purchase additional instructional software | Instructional Materials | All | Administrators | Quarter 1 | Quarter 2 | | Aligned with the CCSS |
| Purchase document camera | Equipment/Technology | All | Administrators | Quarter 1 | Quarter 2 | | Support 21st Century Learning |
| Purchase a SMART board | Equipment/Technology | All | Administrators | Quarter 1 | Quarter 2 | | Support 21st Century Learning |
| Purchase additional LCD | Equipment/Technology | All | Administrators | Quarter 1 | Quarter 2 | | Support 21st Century Learning |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |



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 |
|------------|----------|--------------|-------------------|-------|-----------|--------|-----------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |