



2012-2014 Continuous Improvement Work Plan

Charles Evans Hughes Elementary School

Austin-North Lawndale Elementary Network

4247 W 15th St Chicago, IL 60623

ISBE ID: 150162990252276

School ID: 610005

Oracle ID: 23901



Mission Statement

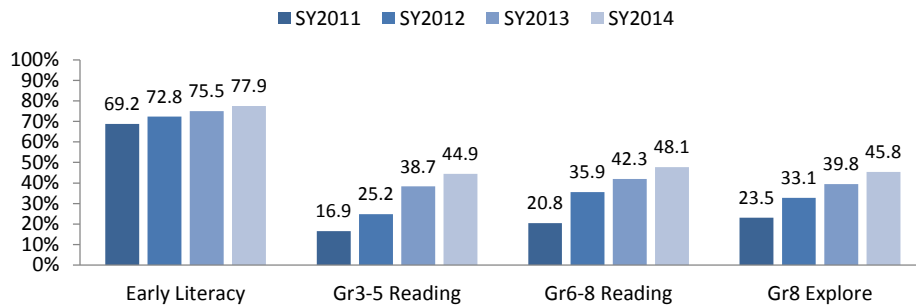
Charles Evans Hughes School's mission is to collaboratively increase overall student achievement with high quality instruction at college and career readiness standards. In addition, our high quality instruction will be implemented by highly qualified and trained staff. Our instructional focus also encompasses parental and community involvement. Furthermore, we will promote positive self-discipline, motivation and excellence in an environment that is safe and conducive for the diverse learning styles for all of our students.

Strategic Priorities

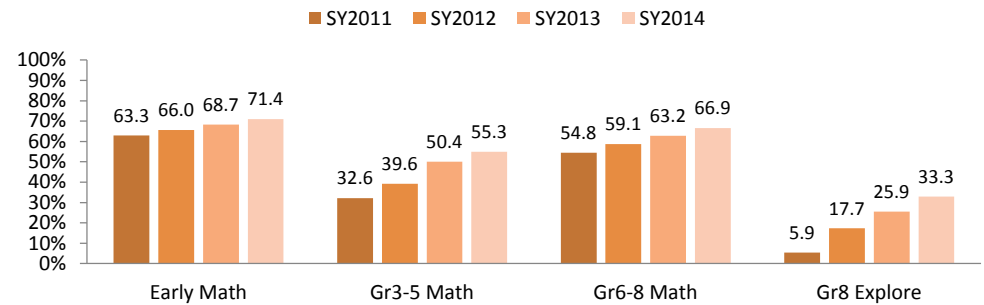
1. Increase the percent of students meeting the career readiness standards on explore reading (23.5% to 30%) and math (5.9% to 12%) through targeted professional development, increased rigor, intervention, and differentiated based on data.
2. Increase the percent of students exceeding standards on ISAT reading 4.7% to 10% through targeted professional development, increased rigor, intervention and differentiation based on data.
3. Increase the percent of students meeting/exceeding standards on Dibels and Mclass Math in K-2nd through targeted professional development, increased rigor, intervention and differentiation based on data.

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:	Charles Evans Hughes 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
Lucille Howard	Principal
Latrice Whitfield	Assistant Principal
Nico Thigpen	Classroom Teacher
Yvette Killingsworth	Counselor/Case Manager
Valerie Matar	Classroom Teacher
Dwayne Kimble	LSC Member
Linda Mc Nulty	Classroom Teacher
Yuvlanda Curry	Classroom Teacher
Cambria Gilmore	Support Staff
Poonham Mehta	Special Education Faculty



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	69.2	72.8	75.5	77.9		Early Math % of students at Benchmark on mClass	63.3	66.0	68.7	71.4
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.9	25.2	38.7	44.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.6	39.6	50.4	55.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.3	50.5	55.4	59.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	76.0	78.4	80.6	82.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.8	35.9	42.3	48.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	54.8	59.1	63.2	66.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.8	54.0	58.6	62.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.6	72.2	74.9	66.9
8th Grade										
Explore - Reading % of students at college readiness benchmark	23.5	33.1	39.8	45.8		Explore - Math % of students at college readiness benchmark	5.9	17.7	25.9	33.3



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.4	95.0	95.5	96.0					
Misconducts Rate of Misconducts (any) per 100	0.0	3.0	4.0	5.0					

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	55.2	61.0	66.0	71.0		ISAT - Reading % of students exceeding state standards	4.7	15.9	24.3	31.9
ISAT - Mathematics % of students meeting or exceeding state standards	74.4	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	12.2	22.8	30.5	37.5
ISAT - Science % of students meeting or exceeding state standards	64.3	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	10.7	12.0	15.0	18.0

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. 	Hughes has a clear and established strategic plan that identifies our priorities, vision, mission, theories of actions and identifies our strengths and weaknesses based on data from various assessments.			
		Principal Leadership ----->				2
	<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. 	Professional Development is conducted monthly to identify effective instructional strategies and to identify specific skill focus for the core subjects. Professional development is also conducted to meet each teachers' specific needs. Principal monitor instruction on a daily basis to maximize teaching and learning and provides feedback and support. Principal provides families with information relevant to school the school's vision and mission, instructional activities, events, school and student progress			

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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 - 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 	<p>Most teachers are involved with decisions relevant to school improvement and progress through various committees and teams (ILT, Data Team, School Committee Team, Teacher Teams, Family and Community Liaison).</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			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>The ILT consists of team members from each grade cycle that possess a variety skills and knowledge needed to develop strategies and make data driven decisions to increase overall student achievement.</p> <p>The ILT uses data to develop strategies to increase student achievement.</p> <p>The ILT engages members of the teacher teams to implement strategies suggested by team members.</p> <p>The ILT conducts PD for faculty and staff members.</p>	
<p>Monitoring and adjusting -----></p>			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>The school analyzes data consistently at the school level, grade level and classroom level, but using data to drive instructional practices is not consistently implemented.</p>	

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	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>Each grade level has specific skills determined quarterly by De Paul University for implementation.</p> <p>Common Core is being implemented but training is still needed. The texts that are being used are aligned to common core and is grade level appropriate. These texts also include interventions to meet the needs of students more effectively.</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>All teachers have grade level materials aligned with standards.</p> <p>All materials have intervention and enrichment materials to meet the needs of all of our students.</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>				

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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>School wide data is available as soon as possible to all teachers and team members.</p> <p>Each grade level uses a variety of assessments to monitor student learning.</p> <p>Assessments are constructed in a variety of ways to demonstrate the various learning styles.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Most teachers clearly communicate the daily objectives consistently, purpose of lesson and the expected outcomes to all students. Some teacher use high order questioning within the school. The curriculum is aligned to the standards for all teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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 through pull out and push in programs to support low/mid tier students. Small group instruction is conducted within the classroom by all teachers. The literacy and math blocks have been increased to differentiate instruction. After school programs have been implemented to meet the students needs more effectively for mid/low tier students.</p>	
	Whole staff professional development ----->			3
	<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>Professional development is conducted for the staff as a whole and grade level/cycle professional development is conducted as well to meet the needs of staff more effectively. The school has established a partnership with DePaul University to maintain consistent and aligned professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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 on a consistent basis to maximize teaching and learning relevant to student data.</p> <p>Teachers Teams and ILT meet weekly to determine effective strategies for instruction based on data.</p> <p>Teachers share ownership for successes and failures of student performance.</p> <p>Special education teachers are included in planning and preparation of instruction practices based on their individualized data.</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>Teachers have consistent professional development that is geared for the school overall. Additionally, our professional development is individualized based on grade level/cycle to meet the teachers' needs more effectively.</p> <p>Peer coaching and observations are conducted to support new and struggling teachers.</p> <p>Teachers receive feedback relevant to instruction and instructional practices to maximize teaching and learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	<p>Staff members reinforce expectations for future college and career goals to all students. The school is in the process of developing a culture of college and career readiness.</p>	
	Relationships ----->			2
	<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. 	<p>All of our students have an adult advocate support relevant to their instructional and emotional needs. Students and adults have developed relationships and have respect for one another and treat each other with respect. Student and adult interactions are consistent, positive, fair but firm which will further support their academic growth goals.</p>	
Behavior & Safety ----->			2	
	<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. 	<p>There is a school wide approach to discipline policies and procedures within the school. There are also behavior interventions and rewards for positive behavior on a weekly basis.</p> <p>The school and staff has established a positive and conducive environment for learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	<p>The principal provides information to families in a timely manner and is relevant to the school's performance, updates relevant to activities and events and information about meetings. Teachers also provide information to families on a consistent basis relevant to expectations and what criteria is needed for each student to be successful.</p>	
	Ongoing communication ----->			2
	<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. 	<p>In addition to report card pick, communication with families is conducted on an ongoing basis. Our school has an open door policy relevant to conferences, suggestions or concerns. There are also grade specific student performance meetings. Parents are welcomed to request conferences at any time to address their issues or concerns.</p>	
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 a 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. 	<p>The school's atmosphere is friendly and inviting to the community. The school provides opportunities for families to participate in events and activities within the school, provide support to students relevant to a safe and conducive environment, open houses, various fairs, assemblies and student specific performance meetings.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 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. 	The school provides services to the students and their families in addition to the required services. The school also provides services relevant to home visits and through community partnerships and agencies.	
	College & Career Exploration and election ----->			1
	<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. 	Information about college and career choice is provided but not in the capacity desired.	
Academic Planning ----->			1	
<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. 	The school provides information relevant to college and career and participates in college fairs.		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	The school implements various extra curriculum activities but may be limited to specific groups as stipulated by our various partnerships.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<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. 	The students do not participate in college and career ready assessments on a consistent basis.	
	College & Career Admissions and Affordability ----->			1
	<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. 	8th grade students have received some information relevant to college options.	
Transitions ----->			2	
	<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. 	Parents receive pertinent information relevant to grade level expectations at the end of the school year. The benchmark grades, especially 8th grade, PK and Kindergarten receive information quarterly. Parents receive and end of the year newsletter informing them of the dates for the upcoming school year and a supply list. Students also meet their new teacher for the new school on the last day of school.	

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
	<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>Discretionary spending is aligned to the school's specific instructional needs.</p> <p>The school has various partnerships within the community and surrounding areas to meet the needs of the students and staff.</p>		
	Building a Team ----->				2
<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>Candidates participate in several stages relevant to interviewing within the school. Candidates tour the school, interview with administrative team, model several lessons in various grades and participate in a final interview.</p> <p>Classroom in which the candidate models a lesson, provide feedback relevant to the candidates performance.</p> <p>LCS members are included in the hiring process.</p>			
Use of Time ----->				2	
<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 schedule is designed to meet the guidelines based on CPS and ISBE.</p> <p>Teacher Teams meet weekly based on designated schedule during the school day, mornings and as needed.</p> <p>Mid/low tier students receive push in and pull out services during the school day and after school.</p>			

Date Stamp November 22, 2012



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

Charles Evans Hughes School's mission is to collaboratively increase overall student achievement with high quality instruction at college and career readiness standards. In addition, our high quality instruction will be implemented by highly qualified and trained staff. Our instructional focus also encompasses parental and community involvement. Furthermore, we will promote positive self-discipline, motivation and excellence in an environment that is safe and conducive for the diverse learning styles fo all of our students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of students meeting the career readiness standards on explore reading (23.5% to 30%) and math (5.9% to 12%) through targeted professional development, increased rigor, intervention, and differentiated based on data.	Based on our Explore Results, many of our 8th grade students are not college and career ready. As a result, we need to provide college and career ready instruction in the core subjects to increase our overall student performance on the Explore assesement.
2	Increase the percent of students exceeding standards on ISAT reading 4.7% to 10% through targeted professional development, increased rigor, intervention and differentiation based on data.	Based on our ISAT and Scantron results for reading, many of our 3rd-8th students had limited growth. As a result, we need to implement differentiated instruction utilizing their specific skill deficiencies as identified by Scantron and ISAT to increase overall performance.
3	Increase the percent of students meeting/exceeding standards on Dibels and Mclass Math in K-2nd through targeted professional development, increased rigor, intervention and differentiation based on data.	Based on our Dibels and Mclass math results, many of our students are still struggling with pertinent skills. As a result, we need to implement differentiated instruction, increase rigor and implement interventions.
4	Optional	
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
Increase the percent of students meeting the career readiness standards on explore reading (23.5% to 30%) and math (5.9% to 12%) through targeted professional development, increased rigor, intervention, and differentiated based on data.	Based on our Explore Results, many of our 8th grade students are not college and career ready. As a result, we need to provide college and career ready instruction in the core subjects to increase our overall student performance on the Explore assessment.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly professional development in the areas of Reading, Math, CCSS which will be completed by the end of the year	Professional Development	Other student group	Principal	On-going	Quarter 4		
Compare data at Bi-weekly ILT meeting to analyze data and develop effective data driven strategies, progress monitor	ILT/ Teacher Teams	All	ILT Team	On-going			
Conduct Teacher Team meetings weekly to share data, data driven strategies, assess progress	ILT/ Teacher Teams	All	Teacher Teams	On-going			
Assess Instructional and supplemental Materials to determine alignment	Instructional Materials	All	Principal	Summer 2012			
Achieve 3000 and Study Island Usage will increase by 50% in the computer lab	Instruction	All	Technology Teacher	Quarter 1	Quarter 4		
Provide technological based instruction for students before and after school and administer assessments every five weeks.	Equipment/ Technology	Other student group	Technology Teacher	On-going			
Analyze student growth quarterly on assessments to determine interventions for students	Instruction	All	Principal	On-going			
Assess After School Specific Skilled Intervention/Enrichment Programs quarterly	After School/ Extended Day	Other student group	Classroom Teachers	Quarter 1	Quarter 4		
Assess Specific Skilled Intervention Programs on a quarterly basis to determine effectiveness	Instruction	All	Classroom Teachers	On-going			
After School program for 8th grade students with a participation rate of 70%	After School/ Extended Day	Other student group	8th grade teacher	Quarter 1	Quarter 3		
Literacy and Math Nights for families to increase parent participation	Parental Involvement	All	Principal	Quarter 1	Quarter 3		



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
Increase the percent of students exceeding standards on ISAT reading 4.7% to 10% through targeted professional development, increased rigor, intervention and differentiation based on data.	Based on our ISAT and Scantron results for reading, many of our 3rd-8th students had limited growth. As a result, we need to implement differentiated instruction utilizing their specific skill deficiencies as identified by Scantron and ISAT to increase overall performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly professional development in the areas of Reading, Math, CCSS to be completed by the end of the year.	Professional Development	All	Principal	On-going			
Compare data at Bi-weekly ILT meeting to analyze data and develop effective data driven strategies, progress monitor	ILT/ Teacher Teams	All	ILT Team	On-going			
Conduct Teacher Team meetings weekly to share data, data driven strategies, assess progress	ILT/ Teacher Teams	All	Teacher Teams	On-going			
Assess Instructional and supplemental Materials to determine alignment	Instructional Materials	All	Principal	Summer 2012			
Conduct Monthly teacher progress meetings based on classroom Observations and compare previous data to determine effectiveness and/or create action plans.	Instruction	All	Adminstration	On-going			
Provide technological based instruction for students before and after school and administer assessments every five weeks.	Instruction	Other student group	Computer Teacher	On-going			
Analyze student growth quarterly on assessments to determine interventions for students	Instruction	All	Principal	On-going			
Assess After School Specific Skilled Intervention/Enrichment Programs quarterly	Instruction	All	Classroom Teachers	On-going			
Assess Specific Skilled Intervention Programs on a quarterly basis to determine effectiveness	Instruction	Other student group	Classroom Teachers	On-going			
Literacy and Math Nights to increase parent participation	Parental Involvement	All	Principal	Quarter 1	Quarter 4		
Achieve 3000 and Study Island usage will increase by 50% in the computer lab	Instruction	All	Technology Teacher	Quarter 1	Quarter 4		



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
Increase the percent of students meeting/exceeding standards on Dibels and Mclass Math in K-2nd through targeted professional development, increased rigor, intervention and differentiation based on data.	Based on our Dibels and Mclass math results, many of our students are still struggling with pertinent skills. As a result, we need to implement differentiated instruction, increase rigor and implement interventions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly professional development in the areas of Reading, Math and CCSS to be completed by the end of the year.	Professional Development	Other student group	Principal	On-going	Quarter 4		
Assess instructional and supplemental materials to determine alignment and effectiveness	Instructional Materials	Other student group	Primary Teachers	Summer 2012			
Analyze BOY and MOY data quarterly to determine interventions or enrichments to implement for the next quarter	ILT/ Teacher Teams	Other student group	Classroom Teacher	On-going			
Conduct monthly meetings to analyze classroom performance and data relevant to Dibels and Mclass Math	ILT/ Teacher Teams	Other student group	Classroom Teacher	On-going			
Chart progress on specific skills weekly to determine quarterly goals	ILT/ Teacher Teams	Other student group	Classroom Teacher	On-going			
Implement differentiated instruction daily to increase achievement and measure student progress monthly	Instruction	Other student group	Principal	On-going			
Implement after school primary program for intensive and strategic students to increase performance on Dibels and Mclass Math	After School/ Extended Day	Other student group	Assistant Principal	Quarter 2	Quarter 4		
Conduct quarterly reading and math workshops for primary parents to increase parent involvement	Parental Involvement	All	Primary Teachers	Quarter 1	Quarter 4		



Strategic Priority 3

