Edward N Hurley Elementary School

Midway Elementary Network

3849 W 69th Pl Chicago, IL 60629

ISBE ID: 150162990252280

School ID: 610006

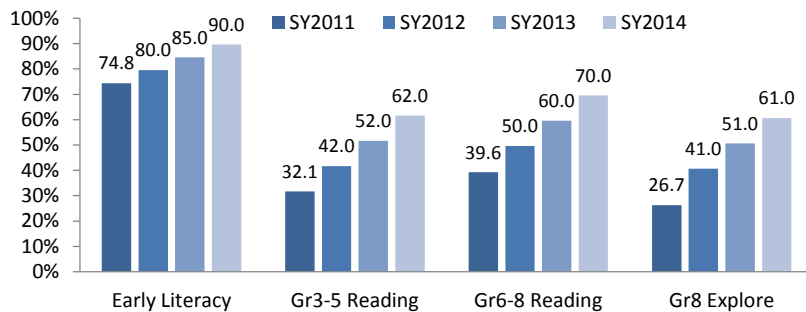Oracle ID: 23911

Mission Statement

The Mission of the Hurley School Community, in collaboration with family and community partners, is to educate all our students, including English Language Learners, gifted and students with disabilities, through a rigorous educational program that encompasses outstanding character values, inquiry, critical thinking, and student-centered exploration. We are committed to academic excellence, fine arts and technology that supports our students' readiness for succcess in college and career as well as celebrates our cultural differences in a safe environment.
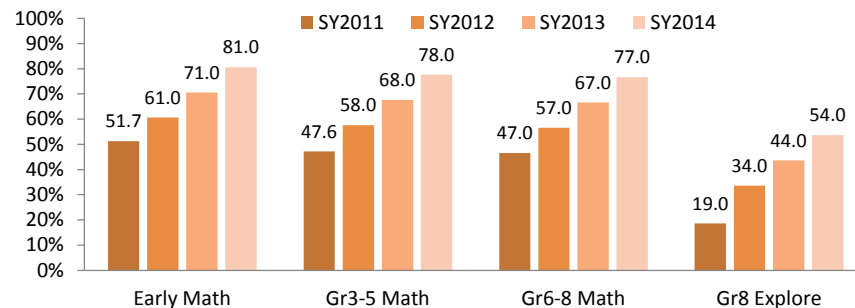
Strategic Priorities

1. Teachers deliver Common Core aligned English Language Arts and Mathematics instruction to all students including special education and English Language Learners supported by high quality resources

2. Staff promotes and infuses a culture of College and Career readiness.

3. Utilizing the RtI academic model, provide effective instruction in reading and mathematics to target whole group and individual needs based on benchmark assessments and progress monitoring data.

4. Utilizing the RtI behavioral model, teachers will effectively implement CHAMPS, PBIS, and CICO as part of the school-wide culture and climate development.

5. Staff proactively listens and responds to family and community concerns and engages families and community stakeholders in dialogue and activities pertaining to the improvement of educational choices for our students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 74.8, 80.0, 85.0, 90.0
- Gr3-5 Reading: 32.1, 42.0, 52.0, 62.0
- Gr6-8 Reading: 39.6, 50.0, 60.0, 70.0
- Gr8 Explore: 26.7, 41.0, 51.0, 61.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 51.7, 61.0, 71.0, 81.0
- Gr3-5 Math: 47.6, 58.0, 68.0, 78.0
- Gr6-8 Math: 47.0, 57.0, 67.0, 77.0
- Gr8 Explore: 19.0, 34.0, 44.0, 54.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Edward N Hurley 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
Dolores Cupp	Principal
Leopoldo Acosta	Assistant Principal
Luz Moreno	LSC Member
Mary O'Malley	Classroom Teacher
Colleen Crotty	Lead/ Resource Teacher
Roxana Del Real	Lead/ Resource Teacher
Laura Lopez	Lead/ Resource Teacher
Marysol Friel	Counselor/Case Manager
Colleen McKittrick	Lead/ Resource Teacher
Magda Rodriguez	ELL Teacher
Cheryl Jakob	Classroom Teacher

2012-2014 Continuous Improvement Work Plan

Edward N Hurley Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	74.8	80.0	85.0	90.0	**Early Math** % of students at Benchmark on mClass	51.7	61.0	71.0	81.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.1	42.0	52.0	62.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.6	58.0	68.0	78.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.6	67.0	77.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.4	68.0	73.0	78.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.6	50.0	60.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.0	57.0	67.0	77.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	70.0	75.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	54.0	64.0	74.0	80.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	26.7	41.0	51.0	61.0	**Explore - Math** % of students at college readiness benchmark	19.0	34.0	44.0	54.0

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	95.4	96.0	96.5	97.0	**Misconducts** Rate of Misconducts (any) per 100	12.2	10.0	8.0	6.0

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	78.2	83.0	88.0	93.0		**ISAT - Reading** % of students exceeding state standards	11.7	21.0	31.0	41.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.9	86.0	91.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	16.4	26.0	36.0	46.0
ISAT - Science % of students meeting or exceeding state standards	83.4	88.0	93.0	95.0		**ISAT - Science** % of students exceeding state standards	12.7	22.0	32.0	42.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action***	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Hurley has established clear, measurable goals for student achievement. As stated in the key levers in our Theory of Action, through the RtI model we aim to narrow the achievement gap at the school, grade, and classroom levels.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal creates a professional learning system that provides a supportive environment providing many opportunities for teachers to dive deep into content and enhance leadership roles. Principal reinforces key levers as stated in our Theory of Action to drive the implementation of best practices through the RtI model. Principal with the ILT has established a vision and is in the process of implementing an advisory period for middle school students that will support them in setting and reaching college and career readiness goals. Principal continues to work with parents as partners to engage in the successful learning of each child.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Currently 60% of our teachers are involved in leadership roles working with the Hurley community in addition to the regular school day. Teachers are expected to share learning and effective practices from PD or visits to other schools. Principal is working toward developing the professional responsibilities of all teachers inorder to create a system of professional support.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Hurley's ILT is assembled based on the combination fo knowledge and expertise needed to make decisions for all students and staff including the critical areas of special education/counseling and bilingual education . ILT leads the work of improving teaching and learning school-wide by providing research-based professional development - whole staff, teacher teams, and coaching. The ILT regularly analyzes data and reflects on team processes and effectiveness and takes action to improve its functioning and progress toward school-wide goals. ILT is in the process of enhancing two-way communication that engages all staff in participating in decision-making.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Hurley has a systematic approach to anyalzying data on an on-going basis at the school, grade, and classroom levels. Based on data, instruction is adjusted to incorporate targeted support in both whole group and small group instruction. Targeted support for staff members is provided based on data analysis.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Hurley teachers follow suggested pacing/scope and sequence provided by grade level instructional materials in math and K-3 literacy. In 4th-8th grade literacy teachers have developed a year-long scope and sequence that maps designed units of instruction aligned to stated standards. We are currently working on school-wide implementation of the CCSS in ELA and Math which will allow us to develop units of instruction aligned to CCSS. Resources currently align with Illinois State Standards; text complexity and will be evaluated to ensure alignment with CCSS.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	All classrooms have instructional materials aligned to Illinois State Standards; however, 20% of the classrooms are in need of additional instructional materials. We are currently evaluating the instructional materials to create units of studies aligned to CCSS that will include modification for students with disabilities and ELLs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Hurley School administers 3 data analysis sessions that provide teachers with all data to benchmark assessments. All teachers have immediate access to relevant district, school and classroom data. Teachers have access to follow up student progress by conducting progress monitoring as recommended by the RtI model. We already use a variety of assessments to monitor student learning. Weekly assessments are also conducted reflecting grade level progress monitoring. We are going to evaluate the level of rigor while implementing CCSS to enhance common grade level goals. All teachers who work with students with disabilities have copies of IEPs and 504 plans and follow recommended accomodation and modifications. All classroom teachers with ELL students have ACCESS data and ensure accomodations and modifications are in place during District and classroom assessments. To ensure accomodations and modifications in all enrichment classes, we will provide ACCESS data to all teachers that deliver instruction to ELL students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers communicate with students the standards-based learning objective and directions and procedures. With an "average" rating for ambitious instruction on the My Voice My School Survey, implementing CCSS will increase the use of Bloom's Taxonomy to extend student thinking and understanding as well as increase the relevance of learning. Teachers are in the process of developing a purposeful scope and sequence aligned to CCSS in both ELA and Math to deepen understanding and mastery of standards. Hurley's priority for fully implementing the RtI model will continue to increase the scaffolding of instruction for all students including students with disabilities and ELLs. The collaborative scope and sequence developed by teachers will ensure the on-going use of formative assessments to monitor student progress and check for understanding of student learning.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Hurley has a systematic approach to administering district and school assessments to identify students in need of academic intervention. Interventions at students instructional language include school-wide in-class small group instruction, K-8th before school targeted small group instruction, K-2nd push-in support provided by Paraprofessional Personnel with direction of the classroom teacher, 3rd-8th push-in support provided by enrichment teachers, K-2nd pull-out additional support provided by specialists, Saturday School for 3rd-6th, targeted winter intersession group, 6th-8th targeted after school small group, and targeted use of specialized computer programs before/after and during the academic school day for all students. Currently interventions are closely monitored by the ILT, teacher team, and individual teacher level every 9 weeks so adjustments can be made; however, we are in the process of increasing the effectiveness of our monitoring to every 5 weeks.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	As stated in our Theory of Action, Hurley designs targeted professional development around the RtI model with a focus on identifying and addressing student needs. 95% of our teachers have attended professional development on best practices in their subject area. We continue to work to enhance the system that monitors the effectiveness of all professional development.	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Hurley Teacher Teams meet regularly and are representative of all teachers within the school. There are processes and protocols in place for team collaboration and teams are supported by an ILT member as appropriate. Teachers meet to discuss assessment data, set goals, and plan next steps for instruction for targeted student groups. We will continue to work to support full implementation of team decisions in the classroom.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Hurley coaches provide professional development tailored to specific teacher needs. We are evolving our coaching model to incorporate quality feedback sessions. We are in the process of developing a support model for new teachers. We currently incorporate a cross-classroom visitation process and we will continue to expand this process.	

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Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture -->			**2**
• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Hurley will increase expectations for all students to aspire to college and career-readiness through the implementation of CCSS. Hurley is developing a college bound environmnent to promote a comprehensive model of college readiness. While promoting the college culture, Hurley will provide more opportunities for students to emerge as leaders both in and oustide the classroom.	
Relationships -->			**3**
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Hurley students form strong bonds with staff, who are advocates for student goals, as evident by a "strong" rating reported by the My Voice My School Survey. In promoting character values Hurley strives to deepen our support for middle school students as well as infuse an environment of mutual respect among students and adults. All students including students with disabilities and ELLs participate in the school community including both physical and social integration. Hurley students' home language and culture is celebrated in all classrooms, assemblies, fine arts, displays throughout the hallways of the school, libraries, murals, after school enrichment, and projects.	
Behavior& Safety -->			**3**
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Hurley currently has PBIS and CICO, which staff implements to maintain a safe and welcoming environment. We are in the process of developing a school-wide student discipline approach and a tier behavior intervention that recognizes and builds positive behavior by integrating CHAMPS, PBIS and CICO into the RtI behavioral model. Hurley will focus on the prevention of bullying behavior through positive role modeling and systematic regulations about violence, both physical and otherwise, within our school.	

DIMENSION 4:Climate and Culture

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Hurley hosts data sessions for parents that includes grade level expectations and individualized improvement plan for each student. Hurley will continue to work on incorporating all parents by providing multiple informational sessions. Hurley provides information to PreK and 8th grade students and families regarding school choices. Hurley monitors and supports 8th grade student enrollment process into high school and hosts individual student/parent conferences. Hurley will develop a plan to provide in district school information for relocating families.	
Ongoing communication	-->		**2**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Hurley communicates about school performances through open house, LSC, BAC, and Title 1 meetings. School and staff have an ongoing two-way communication with families about student performance of grade level expectations through student agendas, meetings, and direct phone calls. Teachers provide reading,math, and science workshops to support parents on helping their children succeed academically. Based on the My Voice My School Survey, parents perception of two-way communicatin is "average"; Hurley will enhance two-way communication to parents by utilizing the student agenda as a mandatory teacher/parent communication tool and continuing to have open door policy where parents feel comfortable to ask questions and recieve information in their native language in a timely manner.	
Bonding	-->		**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Hurley provides opportunities for parents to be motivated, empowered, and engaged in their childrens education through volunteering program and by providing space and time during the school day for parents to have monthly meetings and workshops. Hurley also provides frequent opportunities for families and community to participate in authentic and engaging activities including assemblies, family nights, open house, science fair, talent show, sports, enrichment activities. Hurley strives to increase parent engagement by encouraging families and community to engage in all school activities.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Hurley continues to provide health and wellness through optometry field trips, dental checkups and cleanings, Holy Cross Immunization Program, Respiratory Health Association Fight Asthma Now Classes, specialist led informational workshops. Hurley staff thoroughly conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	
College & Career Exploration and election	--->		**1**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Hurley School invites professionals to provide information to upper grade students to increase exposure to college and career. A group of 8th graders increased their exposure to colleges by touring local colleges. Through the adoption of a college and career bound environment, students will be exposed to experiences that connects to academic preparation and future aspirations.	
Academic Planning	--->		**1**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	We strive to build a culture around college and career-readiness standards; however, we received a "average" on the My Voice, My Schools survey for "Ambitious Instruction". We have started the implementation of CCSS and have developed a training plan for our teachers.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Hurley provides numerous extracurricular and enrichment activities that build leadership, nurture talents and interests, and increase engagement within the school including folkloric dancing, chess, CASA Program, guitar, violin, track, softball, volleyball, soccer, basketball, flag football, band, drama production, arts and crafts, aerobics, C3 club, chemistry club, student council, science bowl team, and book clubs.	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Uppergrade Hurley students take interest surveys to help identify college and careers paths. The adoption of a middle school model will increase college and careere awareness through EXPLORE practice test and What's Next Illinois. According to EXPLORE 2011 results, 26.7% in Reading and 19% in Math of students are at College Readiness Benchmark; with the new implementation of EXPLORE Practice Test teachers will target college and career readiness standards.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	DNA	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Hurley ensures effective transitions from PreK to K through parent meetings and student orientations. 8th grade students participate in shadow days to high schools of their choice, field trips to local high schools, and Hurley graduates share experiences about their transition. Hurley students take on the roll of ambassadors by welcoming incoming students to their grade.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School strategically allocates discretionary spending based on school priorities and next steps. School actively applies for outside funding and community partnerships. We are working in partnership with The Mexican Fine Arts Museum, the Southwest Organization, Alivio Health Organization, Music Institute of Chicago, Frida Kahlo Organization and a few more to provide extracurricular activities and academic experiences to students in order to graduate college and career ready.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hurley staff is 100% highly qualified. Middle School teachers are endorsed in various content areas to support bilingual and monolingual students. Classroom teachers and Lead teachers are involved in the interviewing and hiring process of new teachers. School works with Universities, colleges, and community to identify potential staff through internships and part-time work.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Teachers are provided with common planning and meeting times (vertical grouping and/or grade-level teachers -horizontal grouping) to review and share students' information and progress and make data-based instructional decisions. Having a workable schedule for faculty, staff, and students is important to implement RTI in this school.	

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

The Mission of the Hurley School Community, in collaboration with family and community partners, is to educate all our students, including English Language Learners, gifted and students with disabilities, through a rigorous educational program that encompasses outstanding character values, inquiry, critical thinking, and student-centered exploration. We are committed to academic excellence, fine arts and technology that supports our students' readiness for succcess in college and career as well as celebrates our cultural differences in a safe environment.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned English Language Arts and Mathematics instruction to all students including special education and English Language Learners supported by high quality resources	We have a need to implement CCSS to increase the rigor in our English Language Arts and Mathematics curriculum as we have 60% meeting growth targets in ELA and 56% meeting growth targets in Math for all grades.
2	Staff promotes and infuses a culture of College and Career readiness.	We scored our school a "1" in "College & Career Exploration and Election" on the SEF. We have a need to increase our college and career preparation and future aspirations.
3	Utilizing the RtI academic model, provide effective instruction in reading and mathematics to target whole group and individual needs based on benchmark assessments and progress monitoring data.	We scored our school a "3" in "Intervention" on the SEF. By continuing to enhance whole group and intervention practices we will ensure all students are able to grow in math and reading proficiency.
4	Utilizing the RtI behavioral model, teachers will effectively implement CHAMPS, PBIS, and CICO as part of the school-wide culture and climate development.	As evident in rating of "3" in "Behavior and Safety" in our SEF, utilization of school-wide PBIS and upper grade CHAMPS and CICO we have seen a decline in the number of misconducts from SY11 having 73 Major Misconducts to SY12 having 22 Major Misconducts. We have a need to extend CHAMPS and CICO school-wide.
5	Staff proactively listens and responds to family and community concerns and engages families and community stakeholders in dialogue and activities pertaining to the improvement of educational choices for our students.	We scored our school a "2" in "Ongoing Communication" on the SEF. We have a need to improve our two-way communication between staff, parents and community.

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned English Language Arts and Mathematics instruction to all students including special education and English Language Learners supported by high quality resources	We have a need to implement CCSS to increase the rigor in our English Language Arts and Mathematics curriculum as we have 60% meeting growth targets in ELA and 56% meeting growth targets in Math for all grades.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for teachers to develop and align instructional practices for full implementation of Common Core in ELA and Math within the RtI model including ELL and Special Education.	Professional Development	All	ILT	Quarter 1	On-going		
Conduct teacher observations in all classrooms K-8 during at least two instructional activity to ensure full implementation of CCSS and RtI model.	Instruction	All	Administration	Quarter 1	On-going		
Develop scope and sequence along with common assessments in ELA and Math to support CCSS for all grade levels integrating Fine Arts, technology, and library/media.	Instruction	All	Grade Level Teams	Quarter 1	Quarter 1		
Weekly teacher team collaboration time and space for data analysis, lesson planning and sharing of best practices.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Implement heterogeneous grouping K-5 and middle school model 6th-8th with inclusion for special eductaion and ELL students.	Other	All	Administration	Quarter 4	Summer 2012		
Audit current classroom materials to support Common Core alignment and invest in Research Based resources	Instructional Materials	All	ILT	Quarter 4	Quarter 1		
Conduct classroom observations of special education co-teaching model to ensure the integrity and diversity of high expectations and best practices in the least restrictive environment.	Instruction	Students With Disabilities	Administration	Quarter 1	On-going		

Strategic Priority 1

Conduct observations in all classrooms with ELL students to ensure that a rigorous curriculum aligned to CCSS including state approved accomodations is in place recognizing that ELLs are simultaneously learning new academic concepts and skills while developing academic language in English	Instruction	English Language Learners	Administration and Bilingual Lead Teacher	Quarter 1	On-going		
Professional Development for bilingual and general education teachers educating ELL students	Professional Development	English Language Learners	Bilingual Lead Teacher	Quarter 1	On-going		
Audit current bilingual classroom materials to support Common Core alignment and invest in Native Language and ESL Research Based resources	Instructional Materials	English Language Learners	Bilingual Lead Teacher	Quarter 4	Quarter 1		
Audit current special education materials to support Common Core alignment and invest in Research Based resources	Instructional Materials	Students With Disabilities	Special Education Case Manager	Quarter 4	Quarter 1		
Audit current technology resources to support rigourous instruction through CCSS and invest in computer intervention software, additional resources to meet student need, and increase student engagement.	Equipment/ Technology	All	Technology Coordinator	Quarter 4	Quarter 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
Staff promotes and infuses a culture of College and Career readiness.	We scored our school a "1" in "College & Career Exploration and Election" on the SEF. We have a need to increase our college and career preparation and future aspirations.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Every teacher exposes students to powerful college symbolism and college career readiness.	Other	All	ILT	Quarter 1	Quarter 1		
Schedule teacher facilitated small group advisory period for all students including special education and ELLs within the middle school model to support Social Emotional Learning, adacemic learning and organizational skills.	Other	All	Administration and ILT	Quarter 1	On-going		
Conduct audit of teacher student contact log from the middle school advisory period.	Other	Other student group	Counselor	Quarter 1	On-going		
Conduct review with students about their academic preparation and future aspirations portfolios.	Other	Other student group	Counselor	Quarter 1	On-going		
Provide access for all students including special education and ELLs to current and emerging technologies to support college and carreer readiness.	Equipment/ Technology	All	Administration and Techco	Quarter 1	On-going		
All students including special education and ELLs particpate in Fine Arts Program to instill an appreciation for the Fine Arts and promote college and career readiness.	Other	All	Administration and Fine Arts Team	Quarter 1	On-going		

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**2012-2014 Continuous
Improvement Work Plan**

Edward N Hurley Elementary School

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Strategic Priority 2

Date Stamp November 22, 2012

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
Utilizing the RtI academic model, provide effective instruction in reading and mathematics to target whole group and individual needs based on benchmark assessments and progress monitoring data.	We scored our school a "3" in "Intervention" on the SEF. By continuing to enhance whole group and intervention practices we will ensure all students are able to grow in math and reading proficiency.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for teachers to develop and align instructional practices for full implementation of the RtI model including ELL and Special Education.	Professional Development	All	ILT and RtI Team	Quarter 1	On-going		
Conduct teacher observations in all classrooms K-8 including classrooms with special education and ELLs students, during at least two instructional activity to ensure full implementation of RtI model.	Instruction	All	Administration	Quarter 1	On-going		
Audit current classroom materials in ELA and Math to support RtI process and invest in Research Based resources	Instructional Materials	All	ILT and RtI Team	Quarter 4	Quarter 1		
Audit current bilingual classroom materials in ELA and Math to support RtI process and invest in Native Language and ESL Research Based resources	Instructional Materials	English Language Learners	ILT, RtI Team and Bilingual Lead Teacher	Quarter 4	Quarter 1		
Provide RtI model to ELL students according to their instructional language.	Instruction	English Language Learners	ILT, RtI Team and Bilingual Lead Teacher	Quarter 1	Quarter 4		
Audit current special education materials in ELA and Math to support RtI process and invest in Research Based resources	Instructional Materials	Students With Disabilities	ILT, RtI Team and Special Education Case Manager	Quarter 4	Quarter 1		

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
Utilizing the RtI behavioral model, teachers will effectively implement CHAMPS, PBIS, and CICO as part of the school-wide culture and climate development.	As evident in rating of "3" in "Behavior and Safety" in our SEF, utilization of school-wide PBIS and upper grade CHAMPS and CICO we have seen a decline in the number of misconducts from SY11 having 73 Major Misconducts to SY12 having 22 Major Misconducts. We have a need to extend CHAMPS and CICO school-wide.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for all personnel to implement school-wide behavioral support systems and Social Emotional Learning.	Professional Development	All	Administration	Quarter 1	Quarter 1		
Conduct school-wide teacher observations during an instructional activity, to ensure the fidelity of CHAMPS, PBIS, and CICO behavioral models.	Instruction	All	Administation and RtI Behavioral Team	Quarter 1	On-going		
Organize personnel to monitor students safety during lunch and recess.	Other	All	Administration	Summer 2012	Quarter 1		
Create a plan and provide resources for indoor and outdoor recess activities.	Other	All	Administration	Summer 2012	Quarter 1		
Create a school-wide behavioral support system which includes support for Social Emotional Learning.	Other	All	Administration and RtI Behavioral Team	Quarter 4	Summer 2012		

Strategic Priority 4

Edward N Hurley Elementary School

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Strategic Priority 5

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

Strategic Priority Description	Rationale
Staff proactively listens and responds to family and community concerns and engages families and community stakeholders in dialogue and activities pertaining to the improvement of educational choices for our students.	We scored our school a "2" in "Ongoing Communication" on the SEF. We have a need to improve our two-way communication between staff, parents and community.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct informational meetings to communicate grade level expectations including Common Core and district level assessments	Parental Involvement	All	Administration and ILT	Quarter 1	On-going		
Parents and teachers share in on-going conversations about student performance supported by multiple media outlets	Parental Involvement	All	School Staff	Quarter 1	On-going		
Parents engage in classes/workshops, open houses, student performances, exhibitions, litercy, math or science events	Parental Involvement	All	School Staff	Quarter 1	On-going		

Strategic Priority 5