



2012-2014 Continuous Improvement Work Plan

Pilsen Elementary Community Academy

Pilsen-Little Village Elementary Network

1420 W 17th St Chicago, IL 60608

ISBE ID: 150162990252289

School ID: 610013

Oracle ID: 31141



Mission Statement

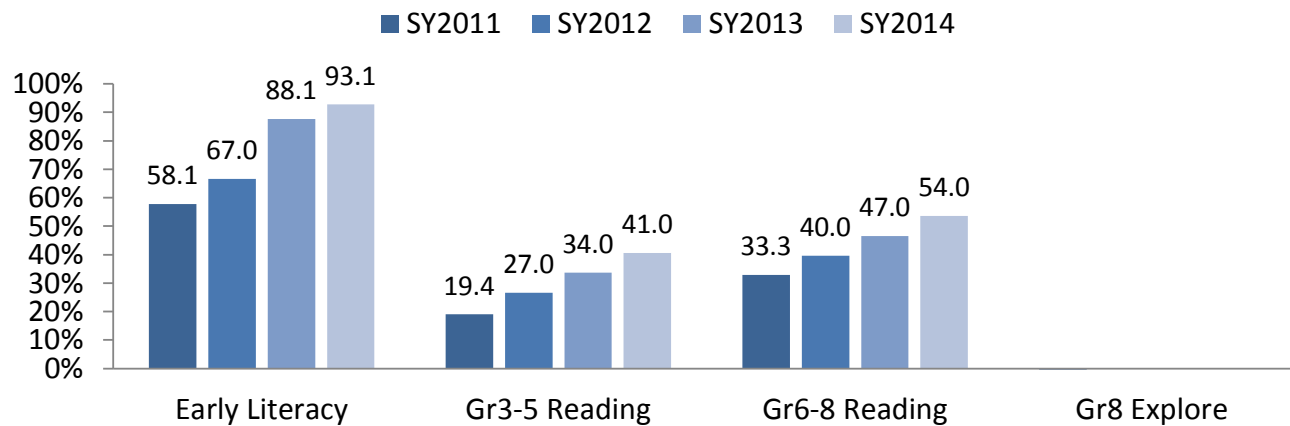
Our mission at Pilsen Community Academy is to provide a safe, nurturing environment where children come first. Pilsen will provide its members with the necessary support, resources, and professional development to enhance teaching strategies that encompass standards to promote college and career readiness and technology. Partnerships, parents, and members of the community will work along with Pilsen staff members to ensure that instruction meets the needs of students.

Strategic Priorities

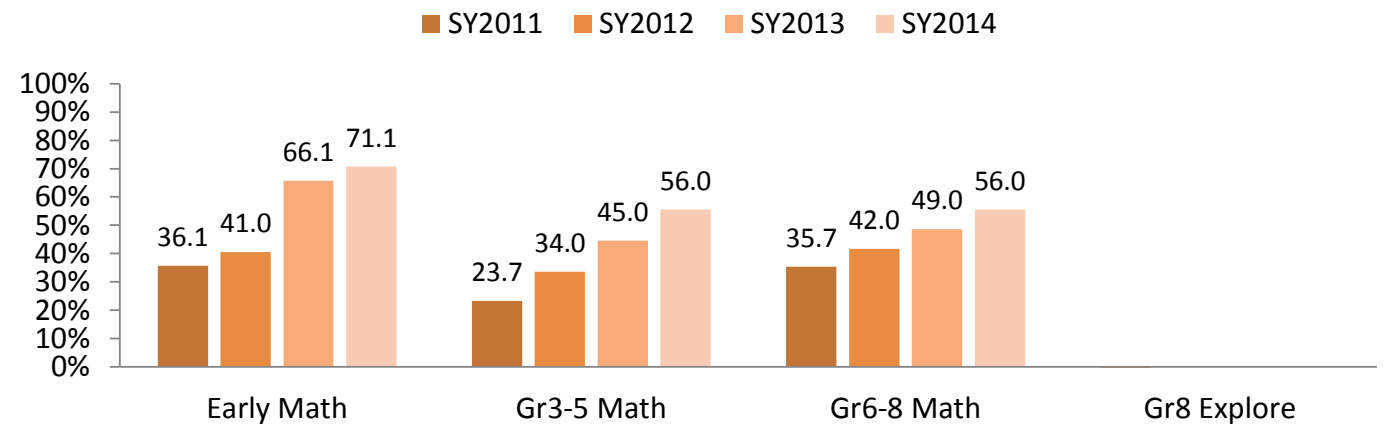
1. Implement differentiated instruction (guided reading and mini lessons) that supports rigorous learning through scaffolded instruction.
2. Through strong systems of school wide collaboration teachers will design and deliver units of study in literacy aligned to the CCSS with rigorous daily tasks and performance assessments. In teams, teachers will analyze these assessments and strategically reteach certain skills and plan for the subsequent cycle.
3. Equip teachers with the necessary support, resources, materials, and professional development to facilitate our ELL population's ability to develop and apply academic language.

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:	Pilsen Elementary Community Academy

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Dr. Adel M. Ali	Principal
Vauncia Allen	Assistant Principal
Nelida Renteria	Lead/ Resource Teacher
Ana Lis	Special Education Faculty
Sarita Ptak	Counselor/Case Manager
Miguel Salgado	Classroom Teacher
Michael Winn	LSC Member
Sandra Jaramillo	Other
Maritza Vazquez	ELL Teacher
Firduous Bolbolan	Classroom Teacher
Brooke Poole	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	58.1	67.0	88.1	93.1		Early Math % of students at Benchmark on mClass	36.1	41.0	66.1	71.1
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.4	27.0	34.0	41.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	23.7	34.0	45.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.3	55.0	64.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	46.7	57.0	68.0	72.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.3	40.0	47.0	54.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.7	42.0	49.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	58.0	65.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.0	56.0	62.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA					Explore - Math % of students at college readiness benchmark	NDA			

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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	96.0	97.0	98.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	9.4	9.0	8.6	8.2

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	61.7	66.0	71.0	76.0		ISAT - Reading % of students exceeding state standards	12.8	18.0	24.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.0	83.0	86.0	89.0		ISAT - Mathematics % of students exceeding state standards	18.0	21.0	24.0	27.0
ISAT - Science % of students meeting or exceeding state standards	75.5	78.0	81.0	84.0		ISAT - Science % of students exceeding state standards	13.2	18.2	20.0	23.0

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
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school's Theory of Action does establish clear and measurable goals specifically geared towards aggressive improvement and closing the achievement gap. The faculty has also fully adopted and actively implemented the Common Core State Standards which fully embraces college and career readiness of all students across all grade levels.</p> <p>The theory of action gives specific targets in literacy and math which holds all students accountable for continuous gains. Targets were strategically planned in accordance with TRC, ISAT, Scantron, and mClass math data. Targets were given based on concerns of</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal supports teachers through providing opportunities for participation in professional development to facilitate growth of teacher practice and student achievement. The principal meets with students to set goals at the beginning of the year and then conducts follow up meetings to gauge progress of benchmarks. Monitoring of goals is done through classroom evaluations, both formal and informal. The principal does work to empower families in supporting student achievement by working to promote involvement.</p> <p>As the learning community is growing to include middle grade students, the principal will work to ensure a culture of college and career readiness by working closely with the case manager and teachers to provide necessary programs, resources, and presentations to help students internalize the vision of college and career readiness.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>Each teacher in the building is invested in the success of the school by being members or chairs of committees, the ILT, grade teams, CIWP team, or the union.</p> <p>There is equity of voice for staff members in all grade level meetings as well as ILT meetings.</p> <p>Administration continuously works to involve all staff members in providing input for school improvement by actively involving them in network ILT meetings.</p> <p>This has significantly impacted the culture of the building and has led to improved student achievement as a result of cohesion and active collaboration throughout the building which is facilitated by teachers being supported in various leadership roles. Student assessment data is also reviewed during these meetings and teachers assume responsibility for next steps in order to improve the quality of instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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 is representative of the entire learning community with staff members from all grade levels, special education, counseling, and ELL departments.</p> <p>While the ILT does focus on school concerns pertinent to the improvement of teaching and learning, the ILT's input into developing the professional development calendar is lacking. The ILT does present and collectively review relevant school wide data throughout the year and next steps are discussed to facilitate progress. However, consistent monitoring of ownership and next steps is needed. In addition, the ILT needs to monitor the team's effectiveness in decision making and its team processes (Reflection should be quarterly.).</p>	2
Monitoring and adjusting ----->			
<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>As data reports become available, they are made available to the staff for collaborative review. However, a systematic structured approach for reviewing the data is needed in order to meet the targeted goals set forth in the school's Theory of Action.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>All grade levels throughout the building align instruction to the Common Core State Standards and the Illinois Learning Standards. All grade level teams plan quarterly for instruction based on the standards, however, a full year long scope and sequence has not been done. Teachers will be working as grade level teams and bands beginning this summer to strategically plan cross curricular instructional units to prioritize and teach certain topics in core subject areas.</p> <p>Teachers are participating in professional development to assist with selecting appropriate text and formulating text dependent questions. Most of the staff is fully implementing guided reading to facilitate student growth in literacy, and has received training in adequately leveling reading materials and adequately selecting text appropriate for each student's instructional level.</p> <p>All teachers have submitted plans for improvement based on</p>	
	Instructional materials ----->			2
	<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>The school does not have a set of instructional materials specifically aligned to the CCSS. As a result, grade levels carefully select pertinent supplemental materials and carefully choose relevant parts of current materials to assist in aligning instruction to CCSS. The school does have instructional supports for ELLs and special education students, but there is need for materials to assist ELLs (and general education teachers) with preparing for ACCESS testing.</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>The principal shares school wide data with the staff as it becomes available. The information is shared via power point and is presented during staff meetings and professional development and teachers are encouraged to provide input/ next steps as a grade level team as integral parts of the school community.</p> <p>Although the staff utilizes benchmark, formative and summative assessments, which are developed based on the standards being assessed, and there is evidence of these assessments provided either by school wide data reports or classroom guidelines for grading, there is little evidence of teacher usage of screening and diagnostic assessments. As a result, teachers will develop, as grade level teams, screening and diagnostic tools consistent with the intended learning targets of newly developed unit plans. These screening and diagnostic tools will then be used to more effectively target the individual instructional needs of the students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>Teachers across all grades levels consistently post (both in the classroom and in the lesson plans) specific learning objectives aligned to the Common Core State Standards. However, 2011 walk arounds conducted by school and network staff indicated that the intended learning objectives and their relevance for learning were not clearly communicated to the students (using student friendly language) in all classes.</p> <p>While walk around data illustrates a variety of questioning techniques, there is a need for more text dependent questions. As a result, the staff is undergoing professional development focused on asking text dependent questions and their relationship to the school wide guided reading and mini lesson focus.</p> <p>All teachers currently utilize the scaffolded lesson plan format developed from the scaffolding rubric.</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>Although teachers develop and utilize classroom diagnostic assessment tools, there is no school wide uniform approach. As the teachers collaborate on unit plans in preparation for next year, teachers will work to ensure that assessments are collaborative and cohesive throughout grade bands.</p> <p>Currently interventions do include in-class (illustrated in lesson planning), small group, push in, and one on one support, and there is a systematic approach to administering screening assessments.</p>	
	Whole staff professional development ----->			2
	<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>While staff professional development is geared to overall sustained student progress, and it is occurring regularly, it needs to be more streamlined to be consistent with the goals set forth in the Theory of Action.</p> <p>The professional development planned for the upcoming 2 years will be developed based on the needs set forth in the CIWP, the Theory of Action, and those expressed during ILT meetings in direct response to student data trends.</p> <p>Recognizing the need for monitoring of professional development implementation, the school has developed a school wide coaching/observation/ collaboration schedule to monitor guided</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:1	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>The teachers in the building have received quality training to help them facilitate focused grade level/ course team meetings which analyze student assessment data, and grade level teams do work together to plan quarterly instructional focus for all subject areas. Teachers do meet to discuss progress monitoring data, and teams (comprised collectively of special education and bilingual education teachers) do share ownership for student learning. The ILT has representation from all grade bands to ensure that grade level concerns are addressed. There is an inconsistency throughout the building of teachers having a protocol in place for collaboration. (This will be addressed during opening professional development for 2012 and guidelines will be reviewed for facilitating collaboration between teams to ensure that time is maximized and next steps are given and followed through on.)</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>While professional development is tailored to meet the overall needs of the learning community, there is little teacher input into the process. Professional development is selected by administration based on school wide trend data. New teachers are supported by the administration by informal teaming with colleagues, however, there is a need for a formal induction process. As the school is actively facilitating guided reading, there is now a formal cross classroom visitation schedule to allow teachers to observe, give feedback to, and learn from their colleagues.</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>All staff members are using the Common Core curriculum which reinforces college and career readiness goals, however, the school community needs to work to promote the college going culture throughout the building in all aspects of the community.</p> <p>At this time, there are minimal opportunities for student leadership and voice. As a result, the case manager will work to facilitate student council type activities with elected positions selected through speeches which would represent all grade bands.</p> <p>Students would possibly take part in visits to university / college campuses as a means to promoting college 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 students have adult advocates, however this process will become more systematized and streamlined in the coming years as staff will formally partner with upper grade students in order to promote academic success.</p> <p>Students with disabilities are equitably engaged in all aspects of the learning community with their non-disabled peers.</p> <p>Staff will receive professional development that will give specific examples of how to foster each student's home language and culture.</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>The school adopted a consistent school wide approach to behavior for the 2012 school year, however, this approach needs to be reevaluated and altered to respond to repeat offenses.</p> <p>Consequences and rewards need to be reassessed as there has been a significant increase in misconduct referrals, detentions, and suspensions.</p> <p>Despite an increase in minor discipline infractions, the staff continuously works to establish and maintain a safe and welcoming school environment.</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>Teachers meet regularly with parents to give information on student performance and expectations. Goals are clearly communicated verbally during meetings and conferences and open house, as well as in writing via the grade level parent letter and grading rubric.</p> <p>The principal provides information to families on school performance, however, the information is presented in aggregate and there is a need to help parents internalize the reported results (How does it relate to their child?).</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers continuously meet with families to foster two way communication. Also, the principal sends monthly newsletters to both families and staff to support a quality home school connection in which school progress and updates are shared openly and in a timely manner. Teachers also send newsletters to families to involve the parents in the educational progress of the students in relation to the classroom. This allows for quality and intimate two</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 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. 	<p>There are numerous opportunities facilitated by both the principal and the teachers to actively involve parents in all aspects of the learning community including family nights, performances, etc.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	School staff does provide support to families through home visits and collaboration with social service agencies such as the Alivio Medical Center (Counseling), Institute for Juvenile Research (Diagnostic testing and mental health), Mujeres Latinas (Domestic Violence), Project Hope (Therapeutic day Care), Rush Behavioral Health (Mental Health), Hartgrove Hospital (Assessment Referrals).	
	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. 	Although the school does host yearly career events, there is a need to provide exposure to college for all students. As the school goes on to include junior high school students, the case manager will work to bring in resources to promote college readiness and selection. Teachers will continue to work to facilitate an	
Academic Planning ----->			2	
<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. 	There is little direct support for college and career planning for students, although indirectly, teachers are working with the students through the Common Core State Standards to facilitate college and career readiness. The case manager will work to institute programs which would allow students to actively explore these areas.		
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. 	Students are exposed to a variety of enrichment opportunities, however, extracurricular opportunities are limited. Also, students are not strategically involved in activities that are uniquely matched to meet their specific needs (For example enrichment opportunities		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	<p>Students do not participate in college and career ready assessments. The school will implement as part of its family night activities an event to familiarize parents and students with the Northwest Evaluation Association (NWEA), EXPLORE, and 8th grade expectations and their relationship to college readiness.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school does work to ensure effective transitions between grade levels by providing the parents with sufficient and timely information and guidelines. School staff assists parents with helping students adjust academically and socially.</p>	

School Effectiveness Framework

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	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>The school does allocate discretionary spending to align with identified needs and priorities and it does work diligently with community partnerships to help meet the needs of the students and the staff.</p> <p>There is a need to allocate additional funding to promoting college and career readiness, possibly to bringing in strategic programs tailored to expose students to college and career options.</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>Hiring is conducted after an internal assessment of student and school need, and course teams, including special education and ELL staff, are part of the process as feedback is solicited by administration.</p> <p>Interview questions are targeted dependent on the questioner's expertise, however there is not a set protocol, and classroom lesson demonstrations are not currently part of the process.</p>	
	Use of Time ----->			2

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>The school designs a schedule based on the allocation of minutes per subject and to accommodate teacher collaboration, however, the schedule needs to be developed with a focus on school wide goals and altering instructional minutes accordingly.</p> <p>The school has been implementing Achieve 3000 and Burst to ensure students are receiving structured intervention, however, the usage of Achieve 3000 has been inconsistent throughout the staff, and there is a need to increased usage and monitoring.</p>	

Mission & Strategic Priorities

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

Mission Statement

Our mission at Pilsen Community Academy is to provide a safe, nurturing environment where children come first. Pilsen will provide its members with the necessary support, resources, and professional development to enhance teaching strategies that encompass standards to promote college and career readiness and technology. Partnerships, parents, and members of the community will work along with Pilsen staff members to ensure that instruction meets the needs of students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement differentiated instruction (guided reading and mini lessons) that supports rigorous learning through scaffolded instruction.	Walk around data from within the building and the network indicated a need for increased rigor via adequately matching students to more complex texts. Also, ISAT, Scantron, and TRC data show students making growth in small percentage increases (less than 50% of the students are meeting or exceeding on ISAT and Scantron.). This priority will help our school achieve our goals by positively impacting student and teacher practice by enabling teachers to become more skilled at seeking out grade level appropriate texts, and facilitating increased student ownership of learning.
2	Through strong systems of school wide collaboration teachers will design and deliver units of study in literacy aligned to the CCSS with rigorous daily tasks and performance assessments. In teams, teachers will analyze these assessments and strategically reteach certain skills and plan for the subsequent cycle.	Walk around data from within the building and the network indicated a need for increased rigor via adequately matching students to more complex texts. Also, ISAT, Scantron, and TRC data show students making growth in small percentage increases (less than 50% of the students are meeting or exceeding on ISAT and Scantron.). This priority will help our school achieve our goals by ensuring teachers collaborate during grade level meetings and focus on planning core (unit) instruction aligned to CCSS.
3	Equip teachers with the necessary support, resources, materials, and professional development to facilitate our ELL population's ability to develop and apply academic language.	Walk around data from within the building and the network indicated a need for increased rigor via adequately matching students to more complex texts. Also, ISAT, Scantron, and TRC data show students making growth in small percentage increases (less than 50% of the students are meeting or exceeding on ISAT and Scantron.). This priority will help our school achieve our goals by positively impacting teachers' ability to provide high quality differentiated instruction for the ELL population, developing students' abilities to think and reason with academic language, and shortening the achievement gap.
4	Optional	
5	Optional	



Strategic Priority 1

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Strategic Priority 3

