CIWP

2012-2014 Continuous Improvement Work Plan

Horace Mann Elementary School

Skyway Elementary Network

8050 S Chappel Ave Chicago, IL 60617

ISBE ID: 150162990252328

School ID: 610052

Oracle ID: 24331

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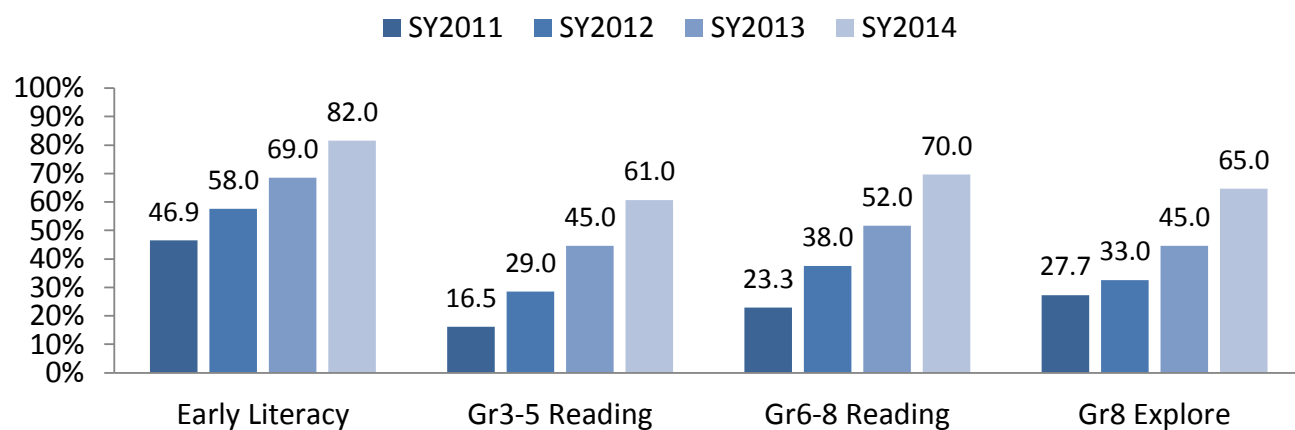
Mission Statement

Horace Mann Academy, in partnership with parents and the community, will provide a well-rounded, standards-based education in a safe and nurturing environment. We will maintain and continually strive to enhance our relationship with parents by extending our services and learning beyond the walls of the school. We are committed to building character as we empower and make them college and career ready, enabling them to become respectful and productive contributors within the community and society.
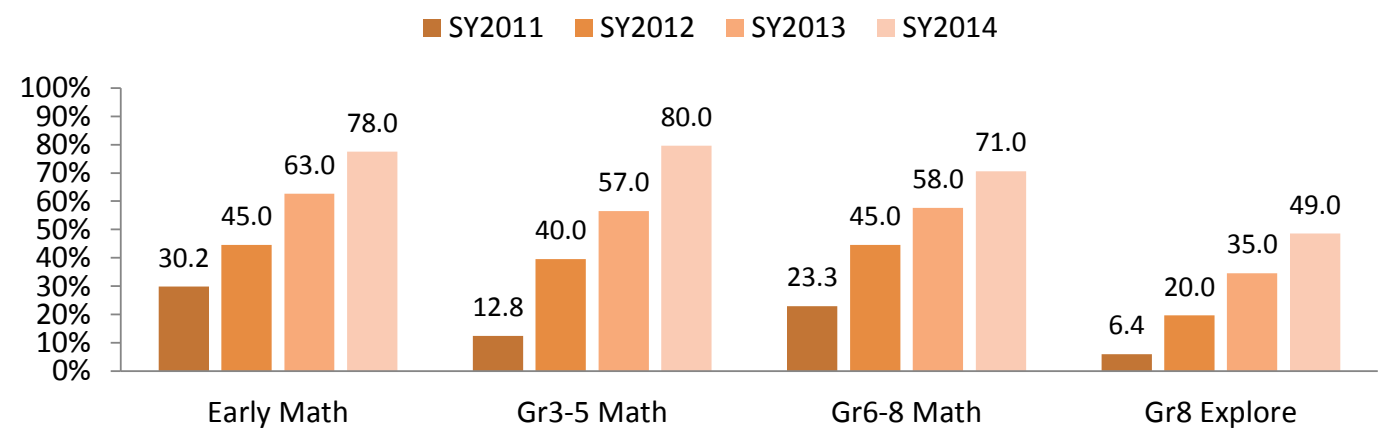
Strategic Priorities

1. Mann teachers deliver rigorous Common Core aligned instruction by implementing standards-based curriculum maps with a strong focus on informational texts. (What we teach)

2. Set up systems of remediation for students who have failed to meet standards for 2+ years. (Who we teach?)

3. Developing a sound partnership with the parents and the community.

4. Positive and proactive school-wide and classroom behavior management practices to maximize instructional time and build trusting relationships.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	46.9	58.0	69.0	82.0
Gr3-5 Reading	16.5	29.0	45.0	61.0
Gr6-8 Reading	23.3	38.0	52.0	70.0
Gr8 Explore	27.7	33.0	45.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	30.2	45.0	63.0	78.0
Gr3-5 Math	12.8	40.0	57.0	80.0
Gr6-8 Math	23.3	45.0	58.0	71.0
Gr8 Explore	6.4	20.0	35.0	49.0

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:	Horace Mann 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
Patricia Baggett-Hopkins	Principal
Kiwana Sanders	Assistant Principal
Jahvin Graham	Classroom Teacher
Kenshasda Hines	Classroom Teacher
Sharon Wingfield	Classroom Teacher
Liana Davis	Classroom Teacher
Wanda Prescott	LSC Member
Yolanda Thompson	Classroom Teacher
Stefani Hicks	Classroom Teacher
Monique Chatman	Classroom Teacher

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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	46.9	58.0	69.0	82.0	**Early Math** % of students at Benchmark on mClass	30.2	45.0	63.0	78.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.5	29.0	45.0	61.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	12.8	40.0	57.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.7	60.0	72.0	83.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.2	58.0	67.0	77.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.3	38.0	52.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	23.3	45.0	58.0	71.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.0	65.0	77.0	86.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.2	68.0	81.0	93.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	27.7	33.0	45.0	65.0	**Explore - Math** % of students at college readiness benchmark	6.4	20.0	35.0	49.0

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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	92.6	96.1	97.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	44.4	35.0	30.0	20.0

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	59.0	78.0	87.0	94.0		**ISAT - Reading** % of students exceeding state standards	3.4	7.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	52.0	76.0	85.0	93.0		**ISAT - Mathematics** % of students exceeding state standards	3.4	7.0	15.0	20.0
ISAT - Science % of students meeting or exceeding state standards	40.2	63.0	78.0	85.0		**ISAT - Science** % of students exceeding state standards	0.0	3.0	8.0	12.0

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
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.	Established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students • Scantron and dibels charts displayed outside of classrooms highlighting student growth and goals • Early adoption and implementation of Common Core Standards • Weekly lessons are aligned to Common Core Standards, which aim to prepare students to be college and career ready • Teachers design quarterly curriculum maps for every subject aligned to CCSS • ISAT goals set prior to start of school (85%)	
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 evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Professional developments are planned based on students needs • Weekly coaching from Chicago Literacy Group, focused on balanced literacy and reading and writing workshop • Lead school in adoption of common core standards • Continuously offers opportunities for expense free professional developments Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement • Encourages the use of the Optimal learning model in all content areas • Teacher observations and goal setting	

DIMENSION 1: Leadership

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**2**
• 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	Each teacher is invested in the success of the school through leadership • Teachers are active in many committees and represented at varying grade levels (including but not limited to): -ILT membership -grade/course team leads -RtI Team -Mentor teachers -CWIP team -union representative Each teacher is encouraged to share learning about effective practice from PD or visits to other schools • Teacher visits to Teachers College Reading and Writing Project were shared to entire staff	

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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	School's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff • ILT composed of mixture of lower/upper grades with diverse teaching backgrounds The ILT leads the work of improving teaching and learning school-wide • Continuously analyzes student data to develop and modify teaching The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly • Dibels and Scantron scores are analyzed	
Monitoring and adjusting	-->		**2**
• 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.	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.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**3**
	• 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.	Developed scope/sequence maps Developed quarterly curriculum maps, Optimal Learning Model developed lesson plans to support rigorous instruction. All text materials current, with text assessment, sequenced lessons aimed at building critical thinking skills. Lucy Calkins-promote text complexity and instruction Implementation independent reading Primary (math) yes to instructional materials IEP's Student with disabilities receive daily support, modifications and CC skill are used for academic development Balanced Literacy as model for literacy instruction with foundation in Lucy Calkins, Fountas & Pinnell & Stephanie Harvey	
	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).	Reading/Instructional book room for teacher access, with level literacy library, classroom libraries specific to grade level content. Interactive Science, Reading Workshop, Writing Workshop, New textbooks for science & math (Pearson) Instructions are scaffold to meet the needs of all students through remedial attention, reading leveled materials and computer phonics Classroom libraries partially developed; whole class sets of books to support grade level standards	

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.	Benchmark Assessment System (BAS) given 3 times per year to support students understanding of their reading levels for instructional & independent reading. Teachers have immediate access to their classroom data(Diebels/mClass, Performance Series Assessment, BAS 3rd/4th & 6th/7th Performance Series Assessment (Science) K-8th, BAS (K only EOY) Assessment information is available with student's weaknesses and strengths and with descriptions of the skill tested moving toward CCSS Grade level meetings to evaluate and analyze data take place each week. Classroom teacher created assessments are inconsistent school-wide; some may have performance assessments, others may have pencil/paper modifications procedures are used with testing, teaching and with individual daily needs	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• 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.	Optimal Learning Model as format for instructional methodology implemented school-wide use-however not consistent Objectives posted CCSS standards being implemented; units created inclusive of standards based performance assessments Communication of instructional standards to families and communities are in place. Optimal Learning model rubric is in place to support teacer implementation of the model. Instruction is delivered using the Balanced Literacy Model, however teacher implementation is at basic levels as they develop their understanding of the model. The Optimal Learning Model is used in all subject areas for instructional capacity and studne understanding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**2**
• 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.	We use BAS to support the systemmatic screening of students who are to be receiving intervention services. Leveled Literacy Intervention support materials purchased to implement strategic implementation of intervention program. Reading Coach facilitates classes for K-2 intervention. Math coach supports math intervention in 6-8th grades with double math periods for struggling students.	
Whole staff professional development		-->	**2**
• 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.	• Leadership has a focused school-wide plan for whole staff professional development. Mann's priority this year is Literacy in all grade levels and across curriculums. This priority and goal setting comes directly from existing SIPPAA. • Maria , Chicago Reading Group gives ongoing Professional Development. Her follow-through methods are pre and post conferencing, observations, peer/group coaching and teacher collaboration. • Professional development in Literacy is ongoing and relevant to teachers.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		2
	• 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.	• Grade level teams collaborate in regular cycles: quarterly for long-term unit planning. • Teachers and Specialists, on the ILT, meet bi-weekly to analyze school-wide assessment data. • Grade level teams are supported by an ILT member, team leader, or "expert", as appropriate. • There is an established protocol or processes in place for team collaboration in the Mann Handbook.	
	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.	• New teachers in the incoming 2011 – 2012 were provided with effective induction support. • Teachers receive quality feedback through post observations, teacher incentives and encouragement to supports their individual growth. Teachers receive coaching on literacy with Chicago Literacy Group provider.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • 8th Grade Trip-College Tour (Hampton, Howard, Morgan State…) • School is always pushing and striving for higher school attendance and making gains in scores • Administration always makes sure that teachers are knowledgeable about what is going on in school (scores)- Needs to be reinforced more often The school has developed and is executing an intentional plan to build and maintain a college-going culture.	
	Relationships	-->		**4**
	• 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.	All students have an adult advocate who cares about them in achieving their goals. • Teachers "adopted" students who had behavior issues • Tier II intervention for students are not responding to PBIS expectations • Behavior Discipline Form: students have to explain what preceded the behavior, what the action was, and what the student would do differently the next time. • Agree: Teachers and Staff • It was in place once, needs to be continued Patterns of interactions both between adults and students and among students' are respectful, with appropriate, fair responses to disrespectful behavior	
	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.	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. • PBIS • PBIS is not consistent o Some teachers only pass out every couple of weeks o Some not at all o Students have come to the point where "Moolah" is not important \throw away, pass to friends, don't accept, etc)	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• The principal provides clear information regarding the school's performance on assessments (Scantron, DIBELS, BAS, and ISAT) by holding a parent meeting to discuss the components of these assessments which includes state and district level performance comparisons. • Percentages are given for the Scantron assessment and the categories of warning, below, meets, and exceeds are given and where their child falls within those categories. This information is given at the beginning, middle, and end of the year. • Teachers provide clear expectations on what students are expected to achieve during an open house at the beginning of the year where the grading process is discussed in depth, while also providing clear and concise rubrics for grading.	
	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.	• Teachers contact the parent of every child enrolled in their class at the start of the school year to welcome them to Horace Mann. • Parents have an opportunity to ask questions or address any concerns they may have before the actual Open-house. • The Horace Mann website provides parents with an opportunity to e-mail teachers directly as well as a portal to check their child's grades and homework assignments.	
	Bonding	--->		**2**
	• 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.	• Instructional Leadership Team meeting are always open to parents. Horace Mann Elementary School provides a resource room for parents to use technology. • The principal has declared a "Bring Your Parents to School Day", which allows an opportunity for parents to shadow their child for the day. • Parents can participate in "Coffee with the Principal" where they are free to ask questions or voice any concerns, as well as establish a positive repertoire with the principal. • Horace Mann has an open-door policy. Parents are never required to make an appointment to meet with any administrator.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• School staff conducts outreach to families in need of homebound education by providing instruction in the home of a student who is incapacitated. • A Safe Schools Healthy Students Clinician is able to provide individual as well as group counseling for students in need. • PBIS is also in place and functioning to help students.	
6: College and Career Readiness Supports	**College & Career Exploration and election**	-->		**3**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• Annual 8th grade college tour during spring break. • Middle school classrooms adopts a University Name	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• Common Core Early Adopters Program • Students are encouraged to apply to college and career ready High Schools as part of their graduation requirements	
	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.	The school give equitable exposure to a wide range of extracurricular and enrichment opportunities. o Cheerleading, basketball, Pom Pon, Football o After school all-stars that provides homework and enrichment	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• District Wide Common Core Assessment • Teacher created performance assessments • Implementation of Common Core Standards as Part of the Early Adopter Initiative	
	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.		
	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.	• Registration for all students before the end of the school year • Step up to Kindergarten • Grade level meetings for planning students successful transitions	

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**	-->		**4**
	• 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.	The priorities detailed in the SIPAAA were: increasing student achievement in Reading, Writing, Math, and Science; improving student attendance; decreasing the number of 3rd grade students required to attend the Summer Bridge program; decrease the number of out of school suspension for non-violent student misconducts. With this in mind, discretionary funding has been allocated to address the following priorities: Increasing Student Achievement in Reading, Writing, Math, & Science	
	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.	• Departmentalization for 3rd - 8th grade • Partnership with Cook County Jail to provide preventive counseling and field experiences. • Personnel recruitment and selection is directly correlated to student need, staff capacity and scheduling priorities. To date, the interview team has actively sought to recruit an art teacher, a science and a math teacher for the middle school. • Partnership with Teacher Americorp was developed to assist in tutoring and maintaining a culture of calm and community. • Partnership with district officers resulted in the D.A.R.E. and G.R.E.A.T. program. • We have opened our classrooms to pre-service teachers from Chicago State University, St. Xavier, and National Lewis University	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• The time distribution at each strand is dictated by academic needs of those students. Students at the primary level receive more instructional minutes in literacy and mathematics that any other strand. The intermediate students receive equal amounts of instruction in math, reading, writing, science, and social studies. The middle school has been modified to offer block scheduling to the students. All students receive at least one hour of social studies, reading and math instruction. Students who are at least 2 years or more behind in reading and math receive an additional	

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

Horace Mann Academy, in partnership with parents and the community, will provide a well-rounded, standards-based education in a safe and nurturing environment. We will maintain and continually strive to enhance our relationship with parents by extending our services and learning beyond the walls of the school. We are committed to building character as we empower and make them college and career ready, enabling them to become respectful and productive contributors within the community and society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Mann teachers deliver rigorous Common Core aligned instruction by implementing standards-based curriculum maps with a strong focus on informational texts. (What we teach)	In an effort to deliver high quality instruction to our students, we at Mann have participated as a Lead Common Core Early Adopter School to support our continued development and acquisition of knowledge towards the districts instructional initiative. Teachers participated in developing and delivering high quality units and lessons driven by performance assessments and backwards planning. To that end, we are currently at 59% meet or exceed standards in reading. Our student's need to meet the targeted goal of 85%. Implementing the common core standards with fidelity and quality planning will allow us to support moving our students to the minimum academic goal on ISAT and further meet the upcoming goals of the PARCC assessment to be administered in 2014 SY.
2	Set up systems of remediation for students who have failed to meet standards for 2+ years. (Who we teach?)	Mann consistently has a large percentage of students being retained in 3rd and 6th grades based on our failure to support their acquiring the skills to meet the minimum academic standard on the Illinois Standards Achievement Test (ISAT). Approximately 45% of third grade students in 2011 and we are on track for about 40% retention rate in 2012. The retention rate for 6th grade is 38% in 2011 and on track for 43 % in 2012.

3	Developing a sound partnership with the parents and the community.	Mann needs all it's stakeholders to participate with fidelity in nurturing the students to become academically and socially responsible strong community minded citizens. Successful schools have fully developed partnerships with parents, community organizations and global companies that can provide a helping hand for all parents and students in the community.
4	Positive and proactive school-wide and classroom behavior management practices to maximize instructional time and build trusting relationships.	Our schools misconduct rate is 44.4 per 100 with only 29 students actually committting all the infractions. Students need to feel safe and cared for before they are able to engage in learning at high levels.
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Mann teachers deliver rigorous Common Core aligned instruction by implementing standards-based curriculum maps with a strong focus on informational texts. (What we teach)	In an effort to deliver high quality instruction to our students, we at Mann have participated as a Lead Common Core Early Adopter School to support our continued development and acquisition of knowledge towards the districts instructional initiative. Teachers participated in developing and delivering high quality units and lessons driven by performance assessments and backwards planning. To that end, we are currently at 59% meet or

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create common core aligned curriculum plans and 4-week units to guide rigorous instruction for each and every grade level. Coinciding assessments will be administered with a goal of 85% of the students mastering the content. Re-teaching and re-testing will take place for all students who do not show mastery during the 5th week of each quarter.	Instruction	All	Adminstrative team/ILT	Summer 2012			Use auxillary days to support implementation of unit plans and curriculum maps for quarter !.
Continue teacher Professional Learning Community-backwards mapping and common core instructional delivery bi-weekly during grade level meetings to supporting longer instructional time.	Professional Development	All	Adminstrative team/ILT	Quarter 1			
Purchase additional informational text in order to increase the amount of non-fictional text in classrooms at grades 1-8 by 50% in order to support implementation of common core standards and units developed to increase rigor.	Instructional Materials	All	Adminstrative team/ILT	Summer 2012			Leveled literacy Intervention, MONDO, Scholastic information texts.
Use protocols to analyze student work bi-weekly during grade level meetings, in order to support the implementation of common core units, evaluate instructional strategies and teacher effectiveness.	Professional Development	All	ILT/Teacher PLC	On-going			
Develop grade cluster learning teams to collaborate on student outcomes, instructional strategies and teacher effectiveness every five weeks to discuss the data derived from the unit assessments	Professional Development	All	Teacher Teams/Administration	Quarter 1			

Strategic Priority 1

Conduct classroom observations to analyze instructional capacity, instructional strategies and student outcomes. Engage teachers in instructional goal setting and student outcome analysis weekly at grade level ane PIU meetings.	ILT/ Teacher Teams	All	Teacher Teams/Administration	Quarter 1			
Provide opportunities for ALL teachers to deliver professional development to teacher teams and support during lab-site learning groups during grade level meetings on a bi-weekly basis as they present their analysis, using a discussion protocal, of their teaching based on student work samples.	Professional Development	All	Administration	On-going			After training during summer with lead teachers.

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
Set up systems of remediation for students who have failed to meet standards for 2+ years. (Who we teach?)	Mann consistently has a large percentage of students being retained in 3rd and 6th grades based on our failure to support their acquiring the skills to meet the minimum academic standard on the Illinois Standards Achievement Test (ISAT). Approximately 45% of third grade students in 2011 and we are on track for about 40% retention rate in 2012. The retention rate for 6th grade is 38% in 2011 and on track for 43 % in 2012.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a part-time RtI teacher to support explicit instruction to students who are 2+ years behind on instructional diagnostics Benchmark Assessment System (BAS) and DIBELS within a 6 week block of time for pull-out instructional support. Teacher will support 25% of students at each grade level. ensuring growth of 2-3 levels along gradient.	Instruction	Other student group	Administrative Team	Summer 2012		On-Track	Human Resource- redefine Primary teacher position to part-time RtI teacher.
Purchase Leveled Literacy Intervention System RED to correspond to students who are 2+ years behind in grades 3rd & 4th; especially to meet the needs of the students who are retained or age out of retention.	Instructional Materials	Other student group	Administration	Summer 2012			
Provide for small class size to support teachers in differentiating instruction and targeting the needs of all students in grades K-2. Maximum of 23 student sper grade.	Instruction	All	Administration	On-going	On-going		Kindergarten & 1st grade max 24 students
Provide professional development for all K-2 teachers on strategies for differentiating instruction; specifically instruction on using Intervention systems to offer direct appropriate instruction during longer school day (enrichment /development)	Instruction	All	Instructional Lead Team	Quarter 1			

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Developing a sound partnership with the parents and the community.	Mann needs all it's stakeholders to participate with fidelity in nurturing the students to become academically and socially responsible strong community minded citizens. Successful schools have fully developed partnerships with parents, community organizations and global companies that can provide a helping hand for all parents and students in the community.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop partnerships with at least 2 local universities in an effort to attract student teachers, enhance resources (cultural & instructional) supports for students.	Other	All	Assistant Principal/ILT	Summer 2012			
Develop plan for quarterly parent/student activities.	Parental Involvement	All	Parent committee	Quarter 1			
Develop plan for students in grades 5-8 to work in community organizations for a minimum of 10 service learning hours per semester as a requirement for graduation.	After School/ Extended Day	Other student group	Middle School Teachers	Summer 2012			
Create grant writing team to support development of partnerships and resources for students and parents, guaranteeing that each teacher (classroom and ancillary) will write and receive AT LEAST one grant during the 2012-2013 school-year.	Parental Involvement	All	Instructional Leadership Team/ Parents Advisory Council	Summer 2012			

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
Positive and proactive school-wide and classroom behavior management practices to maximize instructional time and build trusting relationships.	Our schools misconduct rate is 44.4 per 100 with only 29 students actually committting all the infractions. Students need to feel safe and cared for before they are able to engage in learning at high levels.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with quarterly professional development on PBIS System and increase school wide implementation by at least 25%.	ILT/ Teacher Teams	All	Administration/ Student Discipline Team	Quarter 1			
Create a system for the frequent flyers to have in-school mentors to check in/out daily, for behavioral supports.	Other	Other student group	Administration/ Student Discipline Team	On-going			
Create Individual behavioral service plans inclusive of goals and strategies for students who are frequent flyers; review the fidelity of the plan every 5 weeks with the student development team.	Other	Other student group	Assistant Principal	Summer 2012			
Support PBIS implementation with weekly classroom traveling redemption cart, whole school rewards, cool tools daily, individual and weekly "caught being good."	ILT/ Teacher Teams	All	Administration/ Student Discipline Team	Summer 2012			
Partner with three (3) community agency to provide year-long mentoring program mandatory for frequent flyer behavior students.	Other	Other student group	Administration/ Student Discipline Team	Quarter 1			
Using quarterly behavioral data, observations and student individual goals analysis as dta to assist student development team with selecting & delivering classroom management training to staff.	ILT/ Teacher Teams	All	Administration/ Student Discipline Team	Quarter 2			
Using monthly behavior and anecdotal data to identify needs, develop 'cool tools' and teach associated lessons to reinforce school-wide expectations.	ILT/ Teacher Teams	All	Administration/ Student Discipline Team	On-going			

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps