



2012-2014 Continuous Improvement Work Plan

Horatio May Elementary Community Academy

Austin-North Lawndale Elementary Network

512 S Lavergne Ave Chicago, IL 60644

ISBE ID: 150162990252336

School ID: 610058

Oracle ID: 31171



Mission Statement

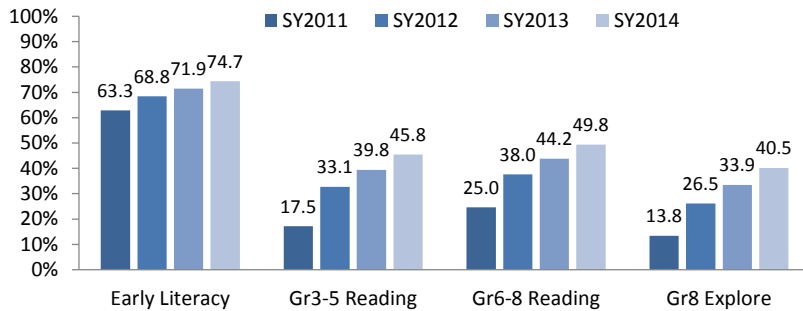
May Community Academy is committed to delivering rigorous instruction with an emphasis on literacy, mathematics, and technology integration to ensure all students are college and career ready. Through community partnerships and programs we strive to build character and encourage individuality in our students.

Strategic Priorities

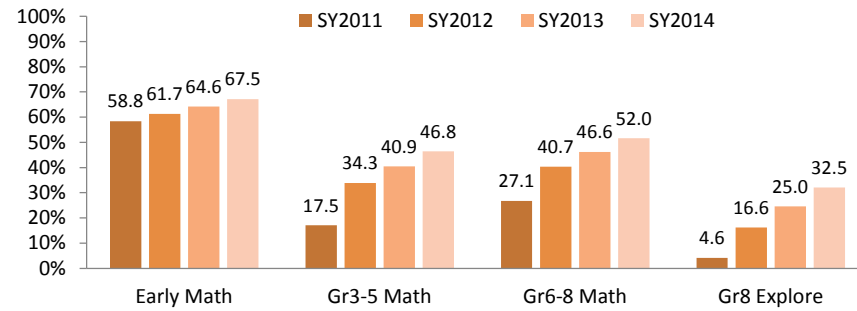
1. Teachers will create and implement a coherent rigorous Literacy Plan aligned to CCS and approach to intervention to ensure all students receive targeted instruction based on data.
2. Enhance curriculum planning by providing opportunities for collaboration and professional development in preparation for students mastering Mathematics Common Core performance task
3. Work to develop collaborative teacher leaders within the building to build school wide capacity

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:	Horatio May 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
Roger Lewis	Principal
Ruthanne Tolliver	Assistant Principal
Courtney Banks	Classroom Teacher
Valerie Betts	Lead/ Resource Teacher
Michele Young	Other
Janice Coats	Classroom Teacher
Alicia Ellis	Classroom Teacher
Monica Pannell	Classroom Teacher
Jacqueline Robinson	Classroom Teacher
Demitrius Upchurch	Support Staff
Abigail Weber	Classroom Teacher
Nicole Zumpano	Lead/ Resource 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	63.3	68.8	71.9	74.7		Early Math % of students at Benchmark on mClass	58.8	61.7	64.6	67.5
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.5	33.1	39.8	45.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.5	34.3	40.9	46.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.0	59.2	63.3	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.4	57.5	61.7	65.6
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.0	38.0	44.2	49.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.1	40.7	46.6	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.6	62.3	66.0	69.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.6	62.3	66.0	69.4
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.8	26.5	33.9	40.5		Explore - Math % of students at college readiness benchmark	4.6	16.6	25.0	32.5



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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	91.9	93.0	93.5	94.0					
Misconducts Rate of Misconducts (any) per 100	40.0	32.0	26.0	21.0					

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	58.1	65.0	71.0	75.0		ISAT - Reading % of students exceeding state standards	5.6	11.0	16.5	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	60.8	70.0	77.0	82.0		ISAT - Mathematics % of students exceeding state standards	9.4	15.0	19.5	23.5
ISAT - Science % of students meeting or exceeding state standards	54.6	62.5	68.0	74.0		ISAT - Science % of students exceeding state standards	2.8	6.8	10.8	14.8

School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				2	
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Theory of Action formed by ILT and is tied to school data (ISAT, Scantron, DIBELS, Attendance). The Full School Day Plan addresses the goals.			
		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. 		<ul style="list-style-type: none"> *Principal has established Leadership and Grade level teams creating a culture of empowerment and building capacity. *Information is disseminated in a timely manner to parents and faculty. *Continuum of family event activities (curriculum night, family math, science, literacy nights, quarterly parent meetings) has been a consistent means of communicating updated information and promoting clarity of school's mission and vision. *Community based programs (i.e. partnership with YMCA) and parent workshops are being systematically implemented. 		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> *Core group of teachers and paraprofessionals encompasses most committees or school decision making teams with scheduled bi-weekly meetings . *Lack of equity of voice among teachers and staff. While teachers attend professional development to strengthen the school not enough is being shared among peers. *RTI team members meet biweekly to assist teachers and students with intervention practices. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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 	<ul style="list-style-type: none"> *The ILT team makes meeting notes available to the faculty with the purpose, and decision making details. * The ILT team has an established agenda given to team members prior to the biweekly meeting to ensure focus and clarity. *The ILT team formulates questions based on data and conducts PM Sessions. 	
Monitoring and adjusting ----->			3
<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. 	<ul style="list-style-type: none"> We have developed a routine at the grade level of analyzing district assessments however we are continuously improving our systematic approach to analyze data relative to the school's theory of action. *The theory of action will be better understood at every level as PD's are done using data analization. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>*Most teachers are dependent on published material to drive their curricula. Mapping and long term planning is inconsistent and in isolation. *Network overlays have provided inconsistent help .</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>Core instructional materials in grade levels K-6 in Language Arts and Math are consistent and aligned with standards. Instructional materials are not supportive of students with disabilities.</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>Additional assessments beyond district mandated assessments are provided at each grade level to monitor student progress.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>*We endeavor to ensure the use of best practices such as communication of learning objectives, scaffolding, and pacing; however, we are still developing a consistent approach to school wide implementation. *Teachers communicate high expectations, varied levels of questioning from low to high promoting challenges through Quadrant D , performance based and other means of learning.</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. 	<ul style="list-style-type: none"> *Interventions are being implemented in class during small group instruction and pull out support is provided. *However push-in support and one on one support are not available. *Intervention schedules are maintain with inconsistency. 	
	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. 	<ul style="list-style-type: none"> *Professional development is not always aligned to individual priorities and lacks follow up and implementation but is aligned to overall school/grade level and student needs. *School is consistent with provisions to encourage ongoing professional development. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *Lack of course team collaboration. *Special and General Ed teachers are a part of and are actively engaged in all school wide committees. *Teachers have common planning time to discuss progress monitoring, data and lesson planning. 	<ul style="list-style-type: none"> *Teachers meet weekly in grade level and team meetings. *Special Education Teachers are paired with general ed grade levels. *Teachers have common planning time to discuss progress monitoring, data and lesson planning.
	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. 	<ul style="list-style-type: none"> *No formal instructional coaching is in place. *Peer assistance in the form of walkthroughs provide a form of coaching. 	<ul style="list-style-type: none"> *Teachers are provided Coaching assistance through the Network as needed .

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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>Not present on a consistent basis, however student programs such as "Its Cool to be Smart" are beginning to give voice to students.</p> <p>* The Student leadership groups under the direction of the Counselor and a Teacher occasionally meet but are always in place to represent and assist programs and outside functions. * High School Readiness Team Members have developed an ongoing means of communicating with students and parents through meetings and summer workshops to encourage and maintain readiness ffor High School and College.</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>*There tends to be a small group of recurring students that participate in before and after school programs</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>*Situations uncondusive to learning occasionally occur.</p> <p>*Student participation in before and after school sports practice and activities, H.U.B.A. Luncheon (homework,uniform,behavior,attendance), weekly raffles with PRIDE coupons and cookie treat on Fridays promotes and builds on positive behavior.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>*Information is relayed to families however not always in a timely manner due to school's receipt of information. *Principal has an open door policy, Coffee/Pizza with the Principal gatherings to encourage parent and community involvement and clarity of school performance. *Teachers and Counselor have set walk in times *8:30-8:50 for Parent Conferences to explain all that involves their child's education , achievement, improvement and transition.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>*Teachers maintain communication logs to track communication with families. *Parents have access to the Parent Portal to check student grades however the majority of parents have not taken advantage of this service.</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>*The school has a consistent welcoming atmosphere. *School programs are in place to bring parents and community into the school (i.e. parent summits on Saturdays, assemblies, student of the month/principal scholar/honor roll recognition luncheons). *Bulletin boards are in place to recognize student achievements (student of the month/principal scholars/P.R.I.D.E. coupons). *Parent Portal training by the Technology Lead Teacher.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *Specialized support is in place for students within the school building during typical school hours. *Professional Development training to sharpen skills and assistance of SPED teachers to provide greater assistance to our Parents and Community. 	
	College & Career Exploration and election ----->			2
	<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. 	<ul style="list-style-type: none"> Information is provided to students about high school selection and college and career choices. Students participate in "College Day" activities however the programs are in isolation and aren't ongoing on a consistent basis 	
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. 	<ul style="list-style-type: none"> *Information is provided to students about high school selection and college and career choices. *Students participate in "College Day" activities. *High School Readiness team have planned workshops for Parents and Students during the school year and summer. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *There is a consistent group of recurring students that participate in extracurricular activities. *Emphasis has been placed on exploring the needs or interests of all students. *Partnerships with the YMCA and Teen Reach helps with exposure to 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<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. 	Some classrooms are beginning to explore college and career readiness curriculum however it is not school wide	
	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 ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> *Lack of information for the benchmark grades of promotion is provided to parents late in the year, but is disseminated by the school as soon as it is received. *Parent meetings are held to provide promotional criteria, schoolwide expectations and school status during the year and at Report Card Pickup. * High School representatives are invited to the school to assist Parents and students with information and selection. Parents and students are also assisted in attending Network High School Fair. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<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. 	<ul style="list-style-type: none"> *Funds are allocated to assist and provide fieldtrips for exposure. *Numerous incentives are provided to encourage student attendance, academic achievement and behavior through luncheons, raffles and tutoring. * Funds are allocated to replace consumables. * Outside funding is sought to assist with meeting the needs of staff and students(e.g. Y.M.C.A.; Hargrove; Visions; Tishman) 	
	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. 	<ul style="list-style-type: none"> *All Faculty, Staff and Administration are involved with the betterment of the school through planning and implementing school activities. *The Hiring of Teachers and /or Educational Support Personnel is carefully done after an assessment of need is determined and is a shared multistep interview process. *School builds a pool of qualified teachers through demonstration in the classroom as student teacher or substitute. 	
Use of Time ----->			2	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> *School wide schedule allots time for teacher team common planning time meeting the needs of collaboration. * Interventionist pull out and pushin time for struggling students. * Student and teacher needs are met with teacher and student scedules. 	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

May Community Academy is committed to delivering rigorous instruction with an emphasis on literacy, mathematics, and technology integration to ensure all students are college and career ready. Through community partnerships and programs we strive to build character and encourage individuality in our students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will create and implement a coherent rigorous Literacy Plan aligned to CCS and approach to intervention to ensure all students receive targeted instruction based on data.	Designing Literacy performance task based on CCS for all grade levels will insure students are prepared to move to next level of Literacy Achievement as students that require intervention are identified and systematically targeted.
2	Enhance curriculum planning by providing opportunities for collaboration and professional development in preparation for students mastering Mathematics Common Core performance task	To design school wide Mathematics performance task based on CCS for all grade levels will insure students are prepared to move to next level of Mathematics Achievement.
3	Work to develop collaborative teacher leaders within the building to build school wide capacity	We have a need to develop highly functioning teams that are informed by research and the most effective practices. The team leaders will be responsible for the sharing and implementation of school wide practices that will have a direct impact on daily instruction.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will create and implement a coherent rigorous Literacy Plan aligned to CCS and approach to intervention to ensure all students receive targeted instruction based on data.	Designing Literacy performance task based on CCS for all grade levels will insure students are prepared to move to next level of Literacy Achievement as students that require intervention are identified and systematically targeted.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Formulation of RTI Team to lead the staff in school wide implementation of best practices in intervention	ILT/ Teacher Teams	All	Administration & ILT Team	Summer 2012	On-going		
Update training to faculty on purpose of RTI, intervention, and differentiation	ILT/ Teacher Teams	All	Administration & ILT Team	Quarter 1	On-going		
Set goals for school and students based on student data(B.O.Y., M.O.Y., E.O.Y.) for Mclass, Dibles, NWEA, Common Core or any other district tests	Instruction	All	Administration , ILT Team, Teachers & Students	Quarter 1	On-going		
Create list of research based interventions for teachers to implement that include CPS guidelines and matrices of support	Instruction	All	Administration & Rtl Team	Summer 2012	On-going		
Monitor interventions through RTI binder checks	Instruction	All	Administration & Rtl Team	On-going	On-going		
Provide additional professional development for 3-5 grade literacy teachers to ensure best practices	Instruction	All	CCS Team, Literacy, & Admin	Summer 2012	On-going		
Delivery of content as a result of professional development by literacy teachers in grades 3-5 to the faculty in order to ensure all teachers are equipped with best practices	ILT/ Teacher Teams	All	ILT, Literacy, & Admin Team	Quarter 1	On-going		
Rtl grade level leads will compile data to be presented to ILT every 5 weeks	ILT/ Teacher Teams	All	Administration, ILT, Rtl Team	Quarter 1	On-going		
Literacy Team will create 5 week school wide themes that are aligned with CCS	Instruction	All	Literacy Team	Summer 2012	On-going		
Purchase licenses for web-based intervention focusing on nonfiction	Instructional Materials	Other student group	Administration	Summer 2012	Summer 2012		
Purchase recommended text in support of CCSS for Literacy	Instructional Materials	All	Administration	Summer 2012	Summer 2012		



Strategic Priority 1

Conduct Quarterly PM Sessions across grade levels to analyze data	After School/ Extended Day	All	Administration, ILT, Rtl Team	Quarter 1	On-going		
Family Literacy Nights to be held in the Fall and the Spring to encourage family involvement and build knowledge around program content.	Parental Involvement	Not Applicable	Literacy Team	Quarter 1	On-going		
Implementation of Socratic Seminars school wide for development of student critical thinking skills	Instruction	All	ILT, Literacy, & Admin Team	Quarter 1	On-going		
Creation of school wide chart of Lexile Levels of Special Needs students to focus on improvement	Instruction	Students With Disabilities	Sp Ed Team, ILT, Literacy Team & Admin Team	Quarter 1	On-going		
Explore Test preparation school wide through weekly Explore type of questioning for grades 3-8	Instruction	All	Admin Team & ILT Team	Quarter 1	On-going		

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
Enhance curriculum planning by providing opportunities for collaboration and professional development in preparation for students mastering Mathematics Common Core performance task	To design school wide Mathematics performance task based on CCS for all grade levels will insure students are prepared to move to next level of Mathematics Achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan and implement vertical team meetings for the purposes of aligning literacy and math instruction	Instruction	All	Admin, ILT, Math, & Literacy Teams	Summer 2012	On-going		
Attend professional development for curriculum planning related to the Common Core	ILT/ Teacher Teams	All	Admin, ILT, CC team	Summer 2012	On-going		
Attend differentiation conference to learn new strategies	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	On-going		
Faculty members will share knowledge from professional development experiences through presentations to staff	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Create quarterly professional development plans with sustainability and accountability	Instruction	All	Teacher Teams	Summer 2012	On-going		
Establish school wide repository for lessons using technology	Instructional Materials	All	Admin & Tech Team	On-going	On-going		
Math team will create 5 week unit plans for school wide implementation based on CCS	Instruction	All	Teacher Teams	Summer 2012	On-going		
Math team will meet quarterly to assess and identify PD needs for faculty based on assessment results	ILT/ Teacher Teams	All	Admin, Math Team	Quarter 1	On-going		
Implementation of the CCSS mathematics bridge plan to foster rigorous instruction in mathematics grades 4-8. Plan will be made in partnership with the mathematics guidelines within CPS.	Instruction	All	Admin, Math Team	Quarter 1	On-going		
Family Math Nights to be held in the Fall and the Spring to encourage family involvement and build knowledge around program content.	Parental Involvement	Not Applicable	Admin, Math Team	Quarter 1	On-going		
Purchase licensense for web based Math Intervention for Special Education students	Instructional Materials	Students With Disabilities	Administration, Sp Ed Team	Summer 2012	On-going		

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
Work to develop collaborative teacher leaders within the building to build school wide capacity	We have a need to develop highly functioning teams that are informed by research and the most effective practices. The team leaders will be responsible for the sharing and implementation of school wide practices that will have a direct impact on daily instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revisit established ILT Team creating opportunities for new members to add insight and to become more representative of the various departments	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
Establish leadership teams as they refer to curriculum: science team, literacy team, math team, technology team	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
Increase staff communication via ONE vehicle	Equipment/ Technology	All	ILT & Administration	Quarter 1	On-going		One Vehicle = Google Full Implementation
Use preparation time to observe best practices and give feedback to peers across the school through peer to peer observations - observations will be used to target instructional strengths and weaknesses	Instruction	All	Administration & ILT Teams	Quarter 1	On-going		
Leadership teams will provide monthly reports to ILT to communicate progress and next steps.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Grade Level Team Leaders will be appointed at BOY	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 1	Quarter 1		
Grade Level Team leaders will provide monthly report of student progress (issues & challenges)	Instruction	All	Grade Level Team Leaders, Admin	Quarter 1	On-going		
Data Planning and sharing with ISAT, NWEA data quarterly through PM and teacher team meetings	ILT/ Teacher Teams	All	Teacher Teams & Admin	Quarter 1	On-going		
Subject level teams (math, reading, science) will meet monthly to analyze student work	Instruction	All	Teacher Teams & Admin	Quarter 1	On-going		
Quarterly PM Sessions for Assessment data (Local & District)	Instruction	All	ILT & Administration	Quarter 1	On-going		
Monthly Vertical Team meetings will be conducted during staff extended meeting days	Instruction	All	Grade Level Team Leaders, Admin	Quarter 1	On-going		

