



2012-2014 Continuous Improvement Work Plan

Harriet Beecher Stowe Elementary School

Garfield-Humboldt Elementary Network
3444 W Wabansia Ave Chicago, IL 60647
ISBE ID: 150162990252472
School ID: 610192
Oracle ID: 25521



Mission Statement

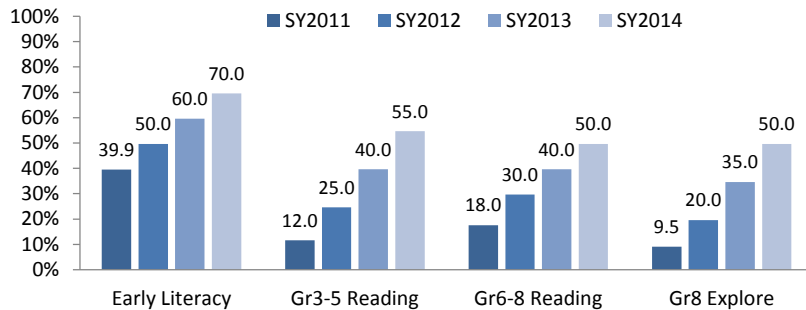
The mission of H.B. Stowe Fine and Performing Arts Academy is to provide our students the best education by getting them college and career ready with the implementation of the Common Core State Standards with best instructional practices and curricula, including fine arts. Our students will be intrinsically motivated, creative learners, who are enthusiastic, respectful and who effectively contribute to the community as professionals and artists. Our motto is Si Se Puede!-Yes, We Can Do It!

Strategic Priorities

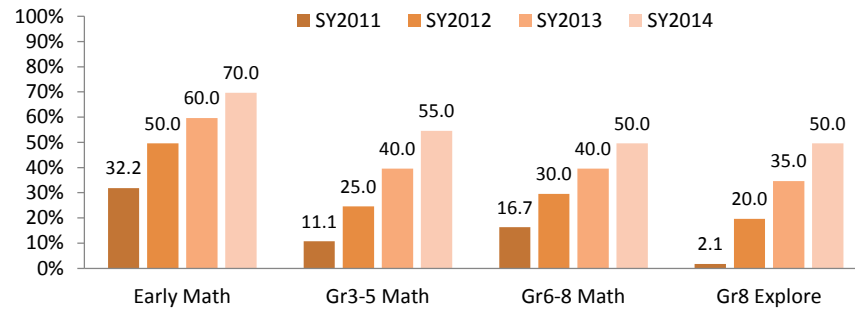
- 1. Integrate Reading CCS into grades K-8 reading instruction.
2. Increase technology in the classroom for student and teacher use for instruction.
3. Improve student attendance to over 97%.

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](http://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:	Harriet Beecher Stowe 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
Dr. Charles Kyle	Principal
Susan Porter	Assistant Principal
Gustavo Barrios	Assistant Principal
Enedia Morales	Lead/ Resource Teacher
Kelly Cline	Lead/ Resource Teacher
Mary O'Malley	Classroom Teacher
Kelly Snape	Special Education Faculty
Eileen Richmond	Classroom Teacher
Victoria Bustamante	LSC Member
Demicia Morales	Parent/ Guardian



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	39.9	50.0	60.0	70.0		<b>Early Math</b> % of students at Benchmark on mClass	32.2	50.0	60.0	70.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	12.0	25.0	40.0	55.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	11.1	25.0	40.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	36.9	50.0	60.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	48.6	55.0	65.0	75.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	18.0	30.0	40.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	16.7	30.0	40.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.6	55.0	65.0	75.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	49.4	55.0	65.0	75.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	9.5	20.0	35.0	50.0		<b>Explore - Math</b> % of students at college readiness benchmark	2.1	20.0	35.0	50.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.8	95.0	96.0	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	13.7	10.0	9.0	8.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	46.5	55.0	65.0	75.0		<b>ISAT - Reading</b> % of students exceeding state standards	2.5	15.0	30.0	50.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	53.1	55.0	65.0	75.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	3.1	15.0	30.0	50.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	54.7	55.0	65.0	75.0		<b>ISAT - Science</b> % of students exceeding state standards	3.7	15.0	30.0	50.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Stowe School's goal is to have all students achieve and be college and career ready. Principal has created school goals and an action plan which have been approved by the Network's CAO.	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The Principal creates a learning community for faculty and families. Teachers are required to participate in professional development provided by faculty or by the Network's Instructional Support Leaders to strengthen their instruction and best practices. Stowe school offeres classes to parents such as English classes and computer classes.</p> <p>In addition, the Principal communicates his vision, his goals, and school data at LSC meeting, Bilingual Advisory Meetings, and NCLB meetings.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Stowe School holds School Planning Management Team (SPMT) meetings which allows faculty members to brings up topics to discuss and come up with solutions that will impact student learning. The teachers also take on other leadership roles by being members of the ILT, grade level chair person, union representatives, LSC teacher representatives, grant writers, and the SIPAAA/CWIP team.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Stowe School has an ILT which consists of the administration, the Bilingual Lead Teacher, the Lead Literacy Teacher, bilingual teachers, a special education teacher, and a fine arts teacher. The team meets bi-monthly to analyze data and design action steps to complete which will have a direct impact on student learning and achievement.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>At bi-monthly ILT meetings, data is analyzed using the Network's calendar of scheduled topics. Data is shared with classroom teachers through grade level meetings and ILT members.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	Teachers use the pacing guides from the CMSI for Math Trailblazers and Math Thematics to write lesson plans and prepare lessons for instruction. For literacy, Stowe is following the Network's ARS-17 for grades 3-8. In following the ARS-17 schedule, vital reading skills are taught.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Every grade level has a set of instructional materials for literacy, mathematics, and science which supports all students including SwD and English Language Learners. Due to the large bilingual population, having instructional materials in Spanish has always been a priority.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>The assistant principal oversees the administration of assessments and data. The required district and Network assessments are administered accordingly. The ILT meets bi-monthly to analyze the data and share with classroom teachers. Classroom teachers are encouraged to be proactive by going to CIM and Scantron to access their students' data to analyze and then differentiate instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Instruction is mostly delivered whole-group. Many teachers do guided reading and small group instruction to target student needs. Most of the lessons are primarily driven by the pacing suggested in instructional materials so students will have mastered specific skills which will be measured using the Network's assessments as well as classroom assessments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	Teachers monitor their students' achievement and determine the interventions needed. Classroom teachers provide interventions by small group instruction or one on one support. For grades 3-8, teachers use Study Island and Scantron as resources to provide interventions.	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	Professional development is a high priority. Professional development is provided by the instructional leadership team and welcomes professional development by the Network's Instructional Support Leaders. The professional development is aligned to the school or Network's instructional priorities. Professional development is tailored to grade levels rather than being one-size-fits- all.	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Teachers meet regularly as a grade level team to analyze data and plan instruction. Bilingual and special education teachers also meet with the general education teachers as part of the grade level team.	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	All teachers are supported by members of the ILT. The Lead Literacy Coach, who is an experienced classroom teacher, goes into classrooms daily to model lessons, team teach, and conference/provide feedback to teachers. The Bilingual Lead Teacher supports the bilingual classroom teachers with new mandates related to bilingual education and supports teachers on how to provide interventions to English language learners. Feedback is given to teachers on classroom visits and on lesson plans. New teachers receive additional mentoring from the Chicago’s Teacher Center.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>All staff members are expected to reinforce school expectations for all students to aspire to college and career-ready standards. Stowe School partners with universities and community leaders to aspire students to go to college. Students in grades 3 &amp; 7 have always attended Wright College for one full day to participate in activities, such as Junior Achievement.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students with disabilities in self contained special education classrooms begin their day in a homeroom to eat breakfast with their peers. They also have lunch and a class (such as gym or music) with their peers. Stowe school has a strong bilingual program which allows students to learn in their native language while learning the English Language. The curriculum is in Spanish. All letters sent home is translated in Spanish and meetings/events are spoken in the English and Spanish languages.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Principal has established a strong partnership with the 14th District police department. Police Commander, Linda Flores has been Principal for a Day at Stowe School.</p> <p>Stowe School has a school-wide system in place for handling discipline which is overseen by the assistant principal/dean of students. Since the Student Code of Conduct is used, all students are treated fairly and with respect. Stowe has a positive behavior incentive program which congratulates students for excellent behavior.</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>At LSC meetings and NCLB meetings, the principal provides information to families on school performance and explains the data. The principal expects all teachers to communicate effectively with their students' parents to make sure all parents are clear on what successfully meeting the standard would look like. Teachers are encouraged to have parent-teacher conferences and call parents to discuss their students' academic progress.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Teachers and faculty are expected to communicate on-going with parents on students' achievement. Stowe School offers literacy nights to communicate to parents on how to support their children's learning at home.</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>Stowe School welcomes parents and is very thankful for the support parents provide. At the Local School Council meetings, Stowe honors "Student of the Month" every month. The parents receive a special invitation to the LSC meeting. All parents receive invitations to the LSC meetings and the NCLB meetings. Stowe holds special house meetings at the homes of the students which helps to bridge the communication between school and home. Every year, a literacy event is held for parents to learn strategies on how to help their child. Stowe School has assemblies which parents are invited to watch their children perform.</p>	

### School Effectiveness Framework

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Typical School		Effective School	Evidence	Evaluation
<b>Specialized support</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Home visits are conducted when necessary. Stowe School works closely with Association House and the Department of Child and Family Services. The Medical Van and the dental program are additional services we provide for our students.		
<b>College &amp; Career Exploration and election</b> ----->				<b>4</b>
<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	For many years, the third and seventh grade students have spent a whole day at Wright College to help inspire them to go to college. Career Round Table is another event in which students listen to professionals which may inspire students to attend college and to think about their careers.		
<b>Academic Planning</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Algebra after school class is offered to eighth grade students who meet the criteria.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Stowe School focuses on after school programs such as SES, enrichment classes, and Saturday school. Stowe School also offers Joffrey Ballet and chorus for students.		

N 6: College and Career Readiness Supports

### 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
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	The 8th grade students are administered the EXPLORE Test.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	Parents of students in grades 3, 6, & 8 are given the promotion policy guidelines at report card time for teachers to review with parents.	



## 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Principal allocates discretionary funding to align with student needs.		
	<b>Building a Team</b> ----->				<b>4</b>
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>There is a system in place at Stowe for interviewing and hiring teachers. The assistant principals and the bilingual lead teacher conducts the first interview using questions that the Talent Office has provided to principals. If the members of the interviewing team thinks an individual could be a good candidate, the individual is introduced to the principal for a second interview. If the principal is interested in the candidate, the individual is asked to teach a lesson or sub a few days in the school. Once the administrative team observes the candidate and the principal has checked references, the principal makes a decision.</p> <p>A school organization is designed by the administration around the teachers' certifications and expertise. The administrative team works to build solid grade level teams at the primary, middle, and upper grades.</p>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	The school schedule is designed around the needs of the students which addresses the students' instructional minutes. All grade level teams have a double prep time which allows the teachers to collaborate during the day.			

Date Stamp November 22, 2012



## Mission & Strategic Priorities

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

### Mission Statement

The mission of H.B. Stowe Fine and Performing Arts Academy is to provide our students the best education by getting them college and career ready with the implementation of the Common Core State Standards with best instructional practices and curricula, including fine arts. Our students will be intrinsically motivated, creative learners, who are enthusiastic, respectful and who effectively contribute to the community as professionals and artists. Our motto is Si Se Puede!-Yes, We Can Do It!

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Integrate Reading CCS into grades K-8 reading instruction.	The Reading CCSS will make teachers focus on creating and teaching lessons that are rigorous which will prepare students to be college and career ready.
2	Increase technology in the classroom for student and teacher use for instruction.	Stowe School has implemented Study Island and Achieve 3000 this year. These programs have helped our students to make gains on the Scantron. Both these programs have been an excellent resource for teachers to use for differentiating instruction.
3	Improve student attendance to over 97%.	Stowe School's attendance rate has remained steady at 95%. Students need to be in school to receive rigorous 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
Integrate Reading CCS into grades K-8 reading instruction.	The Reading CCSS will make teachers focus on creating and teaching lessons that are rigorous which will prepare students to be college and career ready.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
City Wide Summer Professional PD	ILT/ Teacher Teams	All	Principal/AP	Summer 2012	On-going		
Identify resources for teaching and learning CCSS	Professional Development	All	Principal/AP/ILT	Summer 2012	Quarter 1		
Create a lesson template that addresses the CCSS	Instruction	All	Principal/AP/Teacher Teams that attended Summer PD	Summer 2012	Summer 2012		
Two Day Summer Professional PD on CCSS	Professional Development	All	Principal/AP/Teacher Teams that attended Summer PD	Summer 2012	Summer 2012		
School Professional PD for all teachers when they return to work	Professional Development	All	Principal/AP/Teacher Teams that attended Summer PD	Quarter 1	Quarter 1		
Bi-quarterly professional development	Professional Development	All	Principal/AP/Teacher Teams that attended Summer PD	On-going	On-going		
Hire two Reading Specialists- one for primary and one for upper grades	Staffing	All	Principal	Summer 2012	Summer 2012		
Hire Instructional Assistant Principal	Staffing	All	Principal	Summer 2012	Summer 2012		
Use Achieve 3000	Instructional Materials	All	Teachers	Quarter 1	Quarter 4		
Replenish Network reading curriculum materials	Instructional Materials	All	Principal/AP	Summer 2012	Summer 2012		



**Strategic Priority 1**

Order reading materials for CCSS	Instructional Materials	All	Principal/AP	Summer 2012	Quarter 1		
Saturday School	After School/Extended Day	All	Principal/AP	Quarter 2	Quarter 3		

### Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase technology in the classroom for student and teacher use for instruction.	Stowe School has implemented Study Island and Achieve 3000 this year. These programs have helped our students to make gains on the Scantron. Both these programs have been an excellent resource for teachers to use for differentiating instruction.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify technology to administer DIBELS Next	Equipment/Technology	Other student group	Principal/AP	Summer 2012	Summer 2012		
Order technology to administer DIBELS NEXT	Equipment/Technology	Other student group	Principal/AP	Summer 2012	Summer 2012		
Order 70 sturdy desktop computers	Equipment/Technology	All	Principal/AP	Summer 2012	Quarter 1		
Hire ESP tech coordinator (.5)	Staffing	All	Principal/AP	Summer 2012	Quarter 1		
Order classroom technology equipment to assist instruction	Equipment/Technology	All	Principal/AP	Quarter 1	Quarter 2		
Order furniture needed for computers	Equipment/Technology	All	Principal/AP	Summer 2012	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
Improve student attendance to over 97%.	Stowe School's attendance rate has remained steady at 95%. Students need to be in school to receive rigorous instruction.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a plan to increase student attendance	Other	All	Principal/AP	Summer 2012	Summer 2012		
Monthly bulletin board highlighting student attendance	Other	All	Teacher Assistant	On-going	Quarter 4		
Hire off duty police officers	Staffing	All	Principal	Summer 2012	Summer 2012		
Security guard posted on third floor	Other	All	Principal/AP	Quarter 1	Quarter 4		
Revamp in school suspension	Other	All	Principal/AP	Summer 2012	Quarter 1		
Joffrey Ballet Program	Other	All	Fine Arts Teacher	Quarter 1	Quarter 4		
Implement a sports program	After School/ Extended Day	All	Assistant Principal/P.E. Teachers	Quarter 1	Quarter 4		
Implement Illinois Math & Science Academy (IMSA) program	After School/ Extended Day	All	Principal/Science Teachers	Quarter 1	Year 2		



Strategic Priority 3

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### 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

### Action Plan

### Monitoring

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



### 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