



2012-2014 Continuous Improvement Work Plan

Johnnie Colemon Elementary Academy

Lake Calumet Elementary Network
1441 W 119th St Chicago, IL 60643
ISBE ID: 150162990252918
School ID: 610199
Oracle ID: 26751



Mission Statement

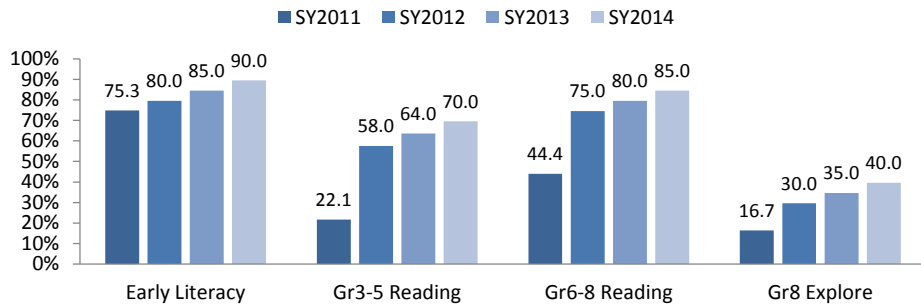
We believe the development of lifelong skills needed for academic and social success within a global community will be strengthened by a strong instructional focus for ALL students with and without disabilities through appropriate assistance and accommodations; provided via peer collaborations, extended-day activities, athletic involvement, and performance opportunities. We therefore, pledge to ensure that learning fosters growth, enables, and challenges students with and without disabilities to become successful. We also believe staff, parents, and community must be responsible as well as accountable in the development of the whole child.

Strategic Priorities

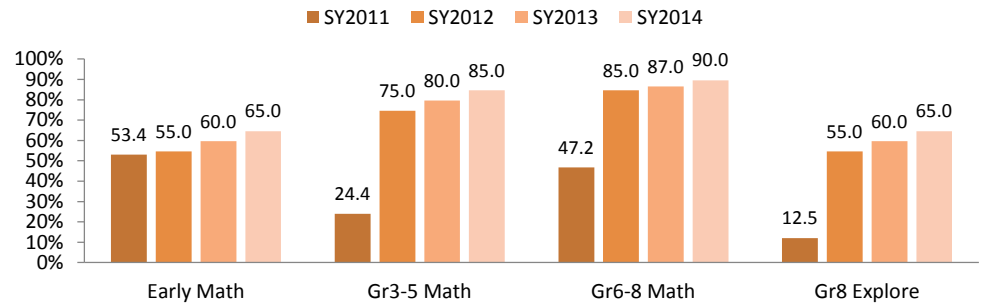
1. Literacy: Reading Comprehension including a Reading Coach to support literacy and informational text (ie. math, science, & social studies) instruction
2. Use of ILT teams to make data driven decisions
3. Use of time to provide intervention for struggling students

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:	Johnnie Colemon Elementary 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
Paulette T. Williams	Principal
Lynnette M. Love	Assistant Principal
Gervaise Clay	Counselor/Case Manager
Sharon Jenkins	Special Education Faculty
Dionne Phillips	LSC Member
Patricia Carter-Reed	LSC Member
Latonya Ward	Lead/ Resource Teacher
Kimberly Watkins	LSC Member
Argia Watson	Lead/ Resource Teacher
Valerie Williams-Johnson	LSC Member
Sinda Wilson	Classroom Teacher
Latisha Davis	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	75.3	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	53.4	55.0	60.0	65.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.1	58.0	64.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.4	75.0	80.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.6	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	46.9	55.0	60.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.4	75.0	80.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	47.2	85.0	87.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.7	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	37.7	45.0	50.0	55.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	16.7	30.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	12.5	55.0	60.0	65.0



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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.0	97.0	97.0					
Misconducts Rate of Misconducts (any) per 100	23.4	20.0	15.0	10.0					

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	75.0	80.0	85.0			ISAT - Reading % of students exceeding state standards	18.4	20.0	25.0	
ISAT - Mathematics % of students meeting or exceeding state standards	82.9	85.0	90.0			ISAT - Mathematics % of students exceeding state standards	14.6	20.0	25.0	
ISAT - Science % of students meeting or exceeding state standards	67.3	70.0	75.0			ISAT - Science % of students exceeding state standards	4.1	10.0	15.0	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->				3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Smart goals were written based on benchmark assessment data for all students school-wide A theory of action plan has established priorities based on school data 		
DIMENSION 1: Leadership	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 & Assistant Principal evaluates teachers/ESPs needs and interests Leadership team creates a professional learning system that supports teachers/ESPs Leadership team creates and builds opportunity for professional growth in content knowledge and leadership Leadership/ILT Teams provides professional development and/or opportunities for building teacher capacity to improve student performance and develop college readiness skills Communication with families and communities via progress reports, parent portal, parent data meetings NCLB meetings, Open House, awards assemblies, and student/parent benchmark reports (Scantron & DIBELS) 		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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 - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are invested in the success of the school through:</p> <ul style="list-style-type: none"> • ILT membership • Grade level chairperson – 3 members • 100% of the staff are active leaders at JCA and all teams have a partner to ensue dialogue • CIWP team (includes all stakeholders) • Union representative • Teacher and/or coach lead professional development during staff meetings • Shared learning from school visits and professional developments • Family liaison • Curriculum team • Committee chair • Curriculum team (annual curriculum focus so ALL staff including parents can voice their opinion) • RTI team – 2 members • Mentor teachers (as needed) • Coaches (Literacy, Science, Math, & RTI) 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			3
<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 consists of the Administrative Leadership Team and the lead teachers • The ILT supports their colleagues by leading professional development, team teaching, and planning together • Grade bands regularly analyze the data and adjust instruction accordingly • Teacher mentors (ILT members) support new teachers • The ILT teams lead the biweekly vertical team meetings to reflect on grade band decisions that focuses on improving attendance, and intervention strategies to support RTI students • The ILT teams meet ongoing to analyze and discuss data to make data driven decisions to improve student performance 			
<p>Monitoring and adjusting -----></p> <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. 			3
<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"> • Based on data, school-wide approaches are used to create a theory of action and a professional learning cycle that may last 6-8 weeks. • Feedback is provided based on professional learning cycle • Data is analyzed and instruction is monitored • Instructional adjustments are made as needed 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Reading <u>Understanding by Design</u> unit of study, inquiry-based science, and informational text are implemented school-wide Inquiry based science school-wide Collaboration with grade bands to unpack the CCSS Shared Inquiry with Junior Great Books grades K through 8 Collaboration with special education teacher's and regular education teachers using best practices for students with disabilities Peer observation and/or learning walks occur school-wide, with immediate feedback Collegial planning and/or co-teaching occurs to support students with disabilities 	
	Instructional materials ----->			3
	<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). 	<ul style="list-style-type: none"> Shared Inquiry with Junior Great Books grades K through 8 Coherency occurs school-wide with all instructional materials for major content areas, including technology software such as, Raz-kids, 'study Island, etc. Leveled text are available for all students 	
<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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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. 	<ul style="list-style-type: none"> • Classroom data is posted and discussed in the data room biweekly • Each teacher receives and analyzes data for their data binder • Students create and place student work in their portfolio • Teacher analyze data at grade level meetings and differentiate students in groups based on their needs • Teachers meet during grade band meetings to examine student work and performance tasks to improve student performance • Modifications are made by the special education teacher to meet the needs of all students • Data parent meetings are held Immediately after data results are complete (BOY, MOY and EOY) • Student goals are created alongside teachers and parents quarterly 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<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. 	<ul style="list-style-type: none"> • Teachers post objectives daily • Teacher modeling expectations for students • Teacher questioning are HOTS questions • Teachers create Understanding by Design units of study • Teachers monitor student progress through weekly bell ringers, quarterly low stake assessments, and exit tickets 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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"> Analyze data based on Scantron/DIBELS/daily assessments Response to Intervention small group instruction for reading, math, science, and special education Read 180 and Reading Counts Intervention Programs Computerized assessments (ie. Study Island, IXL, Raz-Kids, Reading Eggs) Student data discussions with student data charts Leveled text 	
	Whole staff professional development ----->			3
	<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 design based on weekly, quarterly assessments during grade level meetings Professional development is monitored by classroom observations with teacher feedback, peer observations, and teacher evaluations -School-wide literacy program with monthly family read-in 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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"> Teacher collaborate weekly to analyze data to drive instruction in improving student performance Teachers and specialist meet every 6 weeks to discuss progress monitoring for students intervention Teachers share ownership in student learning during weekly grade level meetings 	
	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"> A coaching plan have not yet been identified New teachers are paired with more experienced teachers SMART goals are written by each teacher to plan Professional development for teachers needs Teachers receive consistent classroom observations with immediate feedback 	

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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 	<ul style="list-style-type: none"> School-wide "College Day" event is celebrated Students participate with University of Illinois Champaign with engineer, technology, and science programs Family Read-In to establish a culture of literacy Student Council has a voice in student learning Student Council & leadership students attend professional development and implement restorative justice program Students attend lectures on college campuses and participate in tours and question and answer sessions when available 	
	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. 	<ul style="list-style-type: none"> Teacher mentor program for students All students have the opportunity to explore their talents All staff has selected 10 students to mentor All staff coaches and/or tutor students to strengthen teacher/student mentoring relationships 	
Behavior & Safety ----->			3	
	<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. 	<ul style="list-style-type: none"> Early morning in-school detention Restorative justice/character education Longer school day recess to provide for a safe environment 	

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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. 	<ul style="list-style-type: none"> Monthly calendar; JCA webpage Pre-K monthly newsletter; Primary, intermediate, and upper quarterly parent letters; student progress through parent portal Option for knowledge parent meeting Data parent meetings quarterly to discuss low and high stakes assessments results Annual Open House meeting for question and answer parent sessions 1st and 3rd quarter parent/teacher conferences On-going meetings for middle school students and parents to discuss high school matriculation 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Teachers and staff communication via email, cell phone text messages, telephone calls, parent/student data discussions, annual Open House, and report card pickup Support learning at home: Raz Kids, IXL, Reading Counts, Study Island and Reading Egg Time and staff are available to assist parents with parent portal to support 2-way communication 	
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. 	<ul style="list-style-type: none"> Parent volunteer program Early morning parent conferences Monthly Family Read-In Family Reading, Math, Science, and Technology Night Student Awards Assembly Monday Parent Day: "Muffins for Moms & Donuts for Dads" Principal initiated 10-week program to encourage parent to become more engaged at JCA (100% of parents participated) 	

School Effectiveness Framework

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

Typical School		Effective School	Evidence	Evaluation
Specialized support ----->				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"> Parent Resource Guide to enrichment opportunities and social services Social Service agencies will be available at the school during Open House, and 1st/3rd marking period report card pick-up 		
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"> College and Research Day Annual College Fair Historical Black College University Day Middle School students will be a part of a Career Day through character development 		
Academic Planning ----->				3
<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"> Character Education students research colleges of their choice using technology College tours to public, private and city colleges School-wide student generated portfolio with student selected and/or teacher selected exemplary student work 		
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"> Chicago Symphony Orchestra Sport Clubs, book club, before- and after-school reading, math and science Engineer Program at the University of Illinois-Champaign 		

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
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. 	<ul style="list-style-type: none"> Explore test preparation and exam What's Next Illinois Survey 	
	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. 	NA	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Pre- to Kindergarten program implemented to support Kindergarten students’ matriculation Pre-K through kindergarten families are interview and must met CPS requirements All classrooms transition to the next grade during the last week of school On-going meetings and parent workshops on the high school selection process High school counselors provide information session for JCA 	

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"> • Reading & Science curriculum and professional development are purchased through discretionary funds • Academic curriculum and field trips that are connected to instruction are purchased through discretionary funds • Christ Universal Temple donated iPad for students • MAPS- differentiated instruction • Salvation Army provided band program • Chicago Children Choir • Jr. Engineer at UIC • Nutrition Program "Go for the Gold" 	
	Building a Team ----->			3
	<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"> • Internship for students at Lincoln University, Loyola University, Chicago State University, and Roosevelt University • In house mentoring with staff support employees which builds capacity in the building • New staff interview process through teacher questioning and modeling lessons • Teacher at all grades and contents participate in new staff hiring 	
	Use of Time ----->			3
	<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"> • Teachers teach content area strength • Biweekly grade band meetings • Weekly AM meetings • K through 5 substitute teacher support for intervention students • After School Read 180 intervention program • During technology time, students are in small groups for differentiated instruction • Meet regular schedule time for content focused meetings 	

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

We believe the development of lifelong skills needed for academic and social success within a global community will be strengthened by a strong instructional focus for ALL students with and without disabilities through appropriate assistance and accommodations; provided via peer collaborations, extended-day activities, athletic involvement, and performance opportunities. We therefore, pledge to ensure that learning fosters growth, enables, and challenges students with and without disabilities to become successful. We also believe staff, parents, and community must be responsible as well as accountable in the development of the whole child.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy: Reading Comprehension including a Reading Coach to support literacy and informational text (ie. math, science, & social studies) instruction	Reading Coach will provide instructional support for teachers and struggling students. Lead Science & Math teachers will support colleges as they support students around reading and comprehending informational text.
2	Use of ILT teams to make data driven decisions	The ILT team engages in professional development to support teaches in identify weakness in instructional practices and provide support in using best practices to drive instruction for improving student performance
3	Use of time to provide intervention for struggling students	Time will be used to provide intervention support for struggling students
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
Literacy: Reading Comprehension including a Reading Coach to support literacy and informational text (ie. math, science, & social studies) instruction	Reading Coach will provide instructional support for teachers and struggling students. Lead Science & Math teachers will support colleges as they support students around reading and comprehending informational text.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned rigorous literacy instruction delivered by reading coach, consultants leader teachers for each grade band	Professional Development	All	Reading Coach, Consultants, Lead Teacher, Administration	Summer 2012	On-going		
In the library and each classroom, conduct an audit of existing texts/comple informational text aligned to Common Core State Standard and purchase additional materials	Instructional Materials	All	Administration, Reading Coach, Lead Teacher	Summer 2012	Summer 2012		
Conduct peer visits and observations in K-8 grades during at least two instructional periods (ie. language arts, math, social science, and science)integrate instruction across curriculum	Instruction	All	Administrators Reading Coach	Quarter 1	Quarter 4		
Provide feedback using (ex. 3-2-1) forms for reflection instructional practices	Instruction	All	Administrators Reading Coach	Quarter 1	Quarter 4		
Provide coaching support around teaching and learning reading/informational text (ie. math, science, & social studies)	Instruction	All	Lead Math Teacher Lead Science Teacher	Quarter 1	Quarter 4		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Use of ILT teams to make data driven decisions	The ILT team engages in professional development to support teaches in identify weakness in instructional practices and provide support in using best practices to drive instruction for improving student performance

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will provide professional development using high and low stakes assessments	Professional Development	All	ILT	Quarter 1	Quarter 4		
Provide common planning time bi-weekly to review and plan instruction based on data	Instruction	All	ILT, Teachers	Quarter 1	Quarter 4		
Quarterly review student data as a team to monitor and discuss student growth and rigorous student work	Instruction	All	ILT, Classroom Teachers	Quarter 1	Quarter 4		



Strategic Priority 2

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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
Use of time to provide intervention for struggling students	Time will be used to provide intervention support for struggling students

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on RTI to support struggling students	Instruction	All	Reading Coach, RTI Coordinator, Case Manager	Quarter 1	Quarter 4		
Provide common planning time biweekly to review and plan instruction aligned to CCSS for struggling students	Instruction	All	Reading Coach, RTI Coordinator, Teacher	Quarter 1	Quarter 4		
Conduct collaboration and team teaching opportunities	Instruction	All	Teacher, Special Education Teacher, Reading Coach	Quarter 1	Quarter 4		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

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