John H Vanderpoel Elementary Magnet School

Rock Island Elementary Network

9510 S Prospect Ave Chicago, IL 60643

ISBE ID: 150162990252491

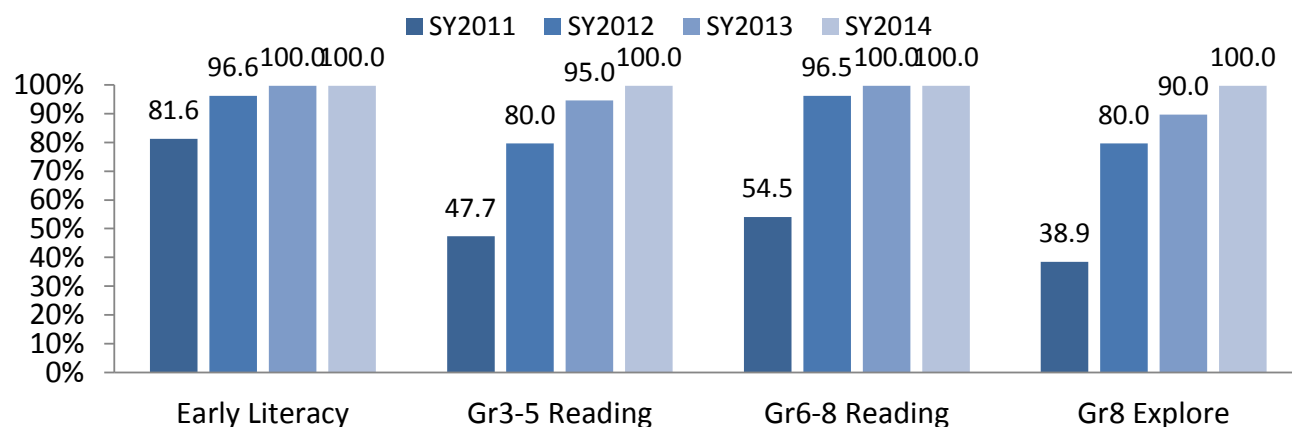School ID: 610207

Oracle ID: 29311

Mission Statement

The Vanderpoel Humaniteis Academy community will work collaborativly to ensure the academic success of our students. Our increased focus will be preparing students to be college and career ready and engage in life long learning skills. Continuous committment to scholastic improvement will reinforce our students' critical thinking, technology skills and decision making capabilities. Ultimately, our mission is to empower our students to apply thier acquired skills and knowledge, depend on their character traits to lead a productive life and to become a contributing citizen of our global community.
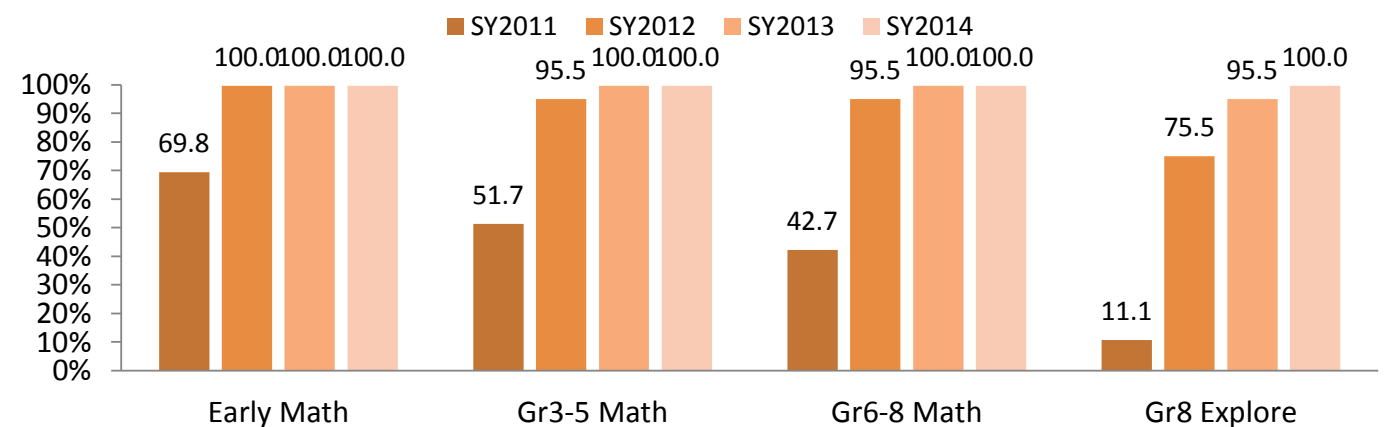
Strategic Priorities

1. Provide an instructional reading and mathematics program that support common core standards and are clearly stated and aligned across grade levels

2. All educational staff will develop and design teaching units that reflect exemplary literacy and math practice with a focus on Common Core Instructional shifts. Implementation of integrated assessment component will ensure dontinuous skill mastery.

3. The school will develop a multi-tiered support system to address students behavioral and social-emotional needs. All staff members will effectively utilize the Foundations Behavioral Model as a resource to establish uniformity and consistency.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	81.6	96.6	100.0	100.0
Gr3-5 Reading	47.7	80.0	95.0	100.0
Gr6-8 Reading	54.5	96.5	100.0	100.0
Gr8 Explore	38.9	80.0	90.0	100.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	69.8	100.0	100.0	100.0
Gr3-5 Math	51.7	95.5	100.0	100.0
Gr6-8 Math	42.7	95.5	100.0	100.0
Gr8 Explore	11.1	75.5	95.5	100.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	John H Vanderpoel Elementary Magnet 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
Antoinette Brown	Principal
Dr. Sandra Demos-Kelley	Assistant Principal
Kimberly Page	Counselor/Case Manager
Kimberly Donson	Other
James Carter	LSC Member
Leanee Brown	Classroom Teacher
Elizabeth Prunckle	Classroom Teacher
Sharon Winters	Classroom Teacher
Cynthia Heywood	Counselor/Case Manager

CIWP

2012-2014 Continuous Improvement Work Plan

John H Vanderpoel Elementary Magnet School

CHICAGO PUBLIC SCHOOLS | CPS

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	81.6	96.6	100.0	100.0	**Early Math** % of students at Benchmark on mClass	69.8	100.0	100.0	100.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.7	80.0	95.0	100.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	51.7	95.5	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.5	95.0	100.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.8	98.0	100.0	100.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	54.5	96.5	100.0	100.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.7	95.5	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.9	98.0	100.0	100.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	35.7	85.5	95.5	100.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	38.9	80.0	90.0	100.0	**Explore - Math** % of students at college readiness benchmark	11.1	75.5	95.5	100.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.2	99.9	100.0	100.0	**Misconducts** Rate of Misconducts (any) per 100	0.3	0.0	0.0	0.0

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	90.9	100.0	100.0	100.0		**ISAT - Reading** % of students exceeding state standards	24.1	90.9	100.0	100.0
ISAT - Mathematics % of students meeting or exceeding state standards	88.4	98.4	100.0	100.0		**ISAT - Mathematics** % of students exceeding state standards	17.7	90.9	100.0	100.0
ISAT - Science % of students meeting or exceeding state standards	82.8	92.8	100.0	100.0		**ISAT - Science** % of students exceeding state standards	13.8	88.8	100.0	100.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action**	-->		4
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Clear and established goals have been set and measured during Data Analysis Meetings. Scantron, DIBLES and MCLASS data is anaylzed to determine curriculum priorities. We currently use RTI to dermdiate areas of defeciency.	
	Principal Leadership	-->		4
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal creates an atmosphere of support and opportunities for involvement during parent meetings. Through principal observations, a clear vision for instruction is provided. The principal provides professional development opportunites that are data driven and common core related. The principal's clear vision is well presented to the staff for data driven instruction.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		4
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The entire teaching staff has a vested interest in the success of the school. The teaching staff collaborate through leadership roles while participating in: ILT membership - RtI team - Data analysis team - union representative - grade level chairpersons - CIWA team Teachers present to the entire staff best practices learned during profession development Equity of voice among teachers during ILT and staff meetings	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		4
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT team is assembled of staff members with a variety of knowledge and expertise needed to make decisions on the students and staff's behalf. ILT team is encouraged to communicate and make decisions regarding school-wide learning. ILT members use reflective tactics to anylize effective strategies and actions towards the progression of the school and the school's goals. ILT is instrumental in securing PD and coaching opportunities for the whole staff and teaching teams. ILT analyzes data weekly to monitor student success and to make appropriate adjustments.	
Monitoring and adjusting	-->		4
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The school analyzes ISAT, Scantron and Common Core data regularly as a team and during department meetings. The school analyzes informal test data to note student mastery. The school uses data analysis to make adjustments and to target appropriate areas of support for students and teachers.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**4**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Each grade level utilizes a year long area pacing chart to assure the implementation of state standards. The school's systematic approach to analyzing data is to provide identical assessments department wide. The school revised the report card to align with core curriculum. The school uses foci pacing aligned with state standards. The school implements short and long term plans to support students with disabilities with meeting core content knowledge and skills	
	Instructional materials	--->		**4**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level has a set of materials to align with state standards and common core. Instructional support materials are provided for students with disibilities.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide, teacher team and classroom data folders are organized and accessible to all who need it. Students are assessed three times per school year to analyze learning gains. Students are given a variety of assessments which include; performance task, student work, constructed response, knowledge mastery and ability to create products. Students have personal data anaylsis folders to monitor academic growth.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers communicate standards-based learning objectives daily, providing clear and concise directions and its relevence. Teachers use higher order thinking skills to promote student thinking and understanding. Teachers scaffold the lessons using a multimodal approach to build a deep understanding. Teachers regularly use assessments during instruction to monitor student learning.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has an RtI team which provides a systematic approach for identifying students in need of academic intervention. The teachers work with the RtI team to make student referrels. Inteventions ar closely monitored during ILT, departmnet and the classroom teacher to provide adjustments and input every six weeks. A variety of interventions are provided to assist with student support, such as: small group instruction, push in support by special education specialists.	
Whole staff professional development	-->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	The school has a professional development scope that covers the academic school year which focuses on student growth. The school effectively monitors professional development to assure its effectiveness. Staff feedback regarding professional developments' objectives utilized to assure it's relevence. The school continues to monitor the utilization of best practices regarding new teachers.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teacher collaboration is an ongoing practice occuring a various intervals; quarterly, monthly, weekly to analyze formative data assessments. Teacher's collaborate regularly to analyze data to formulate weekly instruction. Teacher teams share ownership for results in student learning. Teacher teams are supported by an ILT member, department chairperson or team leader. Teacher teams follow protocls for team collaboration.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers are provided a mentor teacher to assist with the process of effective teaching. Teachers attend professional development based upon the needs of the classroom or curriculum. Adminstration provides quality feedback to teachers to assist and support their individual growth. Peer coaching and classroom visitation is used as a coaching tool. School's coaching plan is clear, functional and identifies the who is providing coaching and the frequency.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	All staff members daily reinforce the school's expectations for all students to meet college and career-ready standards. Every student through student government and classroom discussions have the opportunity to present a 'student voice' The school has built adn laid a foundation of goals and objectives to prepare the students for college and career readiness opportunities.	
	Relationships -->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All teachers are supportive of the students and serve as their caring advocate to assure their goals are being met. Extra curricular activities are provided for all students, including those with disibilities. Students demonstrate patterns of behavoir that are favorable and character enriching. Students are provided fair, assuring and caring responses to patterns of interactions regarding disrespctful behavior.	
	Behavior& Safety -->			**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has a common and consistent approach to student discipline, the approach is tiered according to the behavior. The school builds positive behavior through behavior interventions. The staff provide a safe, welcoming, nurturing school environment.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal utiliezes open house to provide clear information for families regarding school performance and accurately explains relevant information pertaining to their child as well as the improvement plan. Teachers uses various methods such as newsletters and email correspondences to provide clear information for the families in relation to the standards and expectations for their particular grade level.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers and other staff engage in ongoing two-way communication with families via telephone calls, email communications, text messages, personal conference and written letters to inform the parents of their child's grade level expectations, to offer support for the child's home learning environment and to build relationships with their students' families.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school has an open door policy that is warm, welcoming and inviting. The principals warm and caring spirit and belief that every child can learn spearheads the open line of communication with families and students. The school staff have regular opportunities to bond with the families during school productions, book fairs, ISAT Conferences and field trips.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school staff has an outstanding rapport with outreaching to agencies and specialized support staff for students and families in need, pertaining to the child's education and the overall wellbeing.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school hosts several parent workshops and meetings to guide the parents through the upcoming educational path their child will encounter in preparation for high school, college and various career choices.	
Academic Planning	-->		**4**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school constantly provide planning opportunities and forcasting for students to prepare academically for their future where students are provided accelarated coursework, rigorous academic programs and access to various information in planning to become college and career ready. Students and parents attend school guided workshops to plan, prepare and assist with high school choices and selections to assure the success of the student being college ready.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school ensures equatable exposure to a wide range of extracuricular and enrichment opportunities such are book clubs, math clubs, sporting activites and technology enhancement for the entire learning community.	

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
DIMENSION	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school promotes and prepares the students for college and career assesstments by utilizing the Explore Exam as the foudnation for the ACT exam. Students also use this data to assist with career choices.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school works to ensure an effective transition for incoming students by hosting a new student orientation during the summer for the students and parents to familiarize themselves with their teachers, classrooms and morning routines. The school ensures effective transitions for our graduating eighth graders by hosting high school student mentors and by utilizing the last three months of school to present high school level instruction.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school allocates discretionary spending to align with identified needs and strategic priorities such as technical support and literacy extensions. The school actively research gainful fundraising opportunities and partnership with community members to meet the students and staff needs. The school maintains focus on fundraising resources directing them to student achievement growth in preparedness for college and career readiness.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The school works diligently to review a pool of potential staff members through internships, student teaching and volunteer opportunities. Upon reviewing the needs of the students and scheduling priorities hiring is conducted. Grade level teams collaborate to determine the combination of skills, knowledge and expertise needed to meet thier goals. The school utilizes a multistep interview process which includes demonstrated lessons and a meeting with their designated team members for a question and answer session. The school uses new candidate portfolios to review past teaching practices.	
	Use of Time	--->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school has designed the time distribution sheet according to the needs of the students and the curriculum. The school schedule allows common prep time for teacher team collaboration. Designated time is allocated for interventions for at-risk students.	

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 Vanderpoel Humaniteis Academy community will work collaborativly to ensure the academic success of our students. Our increased focus will be preparing students to be college and career ready and engage in life long learning skills. Continuous committment to scholastic improvement will reinforce our students' critical thinking, technology skills and decision making capabilities. Ultimately, our mission is to empower our students to apply thier acquired skills and knowledge, depend on their character traits to lead a productive life and to become a contributing citizen of our global community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide an instructional reading and mathematics program that support common core standards and are clearly stated and aligned across grade levels	All stakeholders must incorporate a rigorous literacy, math and science program which provide differentiated instruction on all levels. Data indicates that our students are not making adequate value-added. By improving our professional learning culture, teachers will develop an in-depth understanding of the Common Core Framework.
2	All educational staff will develop and design teaching units that reflect exemplary literacy and math practice with a focus on Common Core Instructional shifts. Implementation of integrated assessment component will ensure dontinuous skill mastery.	Embedded professional development will provide teachers with the information to create theme-based Common core aligned units of instruction and performance testing that incorporate national and college readiness skills based in a complex-text foundation. By implementing innovative teacher practices students will be able to create, evaluate, analyze and apply their knowledge. We must design a new way of thinking for all students.
3	The school will develop a multi-tiered support system to address students behavioral and social-emotional needs. All staff members will effectively utilize the Foundations Behavioral Model as a resource to establish uniformity and consistency.	According to the principal's scorecard our students' perception (based on the My Voice, My School Survey) indicated that we need to improve a uniform approach to school work practices and procedures.
4		
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
Provide an instructional reading and mathematics program that support common core standards and are clearly stated and aligned across grade levels	All stakeholders must incorporate a rigorous literacy, math and science program which provide differentiated instruction on all levels. Data indicates that our students are not making adequate value-added. By improving our professional learning culture, teachers will develop an in-depth understanding of the Common Core Framework.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaboration will be scheduled to complete and review the professional development calander for the 2012-2013 school year. Teachers will collaborate to develop a curriculum unit aligned with the Common Core.	After School/ Extended Day	All		Summer 2012	Summer 2012		Continuous monitoring of school progress and utilization of professional development strategies provided.
Teachers work to implement a unit development workshop.	After School/ Extended Day	All		Quarter 1	Quarter 1		Continous feedback from departmental teams regarding unit development and utilization.
Professional development with the implementation of utilizing data analysis to drive instruction for Common Core.	After School/ Extended Day	All		Quarter 2	Quarter 4		Revisit area of concern and create action plans to address instruction and restructuring.
Implement professional development on the implementation of the common core standards.	After School/ Extended Day	All		Quarter 1	Quarter 4		Monitor proper utilization of common core standards and their effectiveness.

Strategic Priority 1

2012-2014 Continuous Improvement Work Plan

John H Vanderpoel Elementary Magnet School

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
All educational staff will develop and design teaching units that reflect exemplary literacy and math practice with a focus on Common Core Instructional shifts. Implementation of integrated assessment component will ensure continuous skill mastery.	Embedded professional development will provide teachers with the information to create theme-based Common core aligned units of instruction and performance testing that incorporate national and college readiness skills based in a complex-text foundation. By implementing innovative teacher practices students will be able to create, evaluate, analyze and apply their knowledge. We must design a new way of thinking for all

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Developing units of instruction through well developed professional development	Instruction	All		Summer 2012			Continuous progress monitoring of unit utilization
Collaborate with teacher teams and coaches to develop rigorous tasks using curriculum mapping.	Instruction	All		Summer 2012			Monitor lesson plans' reflection upon mapping
Teacher team collaborations to develop units of study in alignment with common core.	Instruction	All		Quarter 1			Review units' alignment with common core
Professional development on the analysis of data and its utilization for driving differentiated instruction.	Instruction	All		Quarter 2			Analyze student results of data driven instruction
Professional development will be assessed and analyzed to assure the agenda is 'best fit' for student population and teacher development.	Instruction	All		Quarter 2			Review professional development evaluations to assess feedback.
Evalaute and refine units of study with their alignment of common core.	Instruction	All		Quarter 2			Analyze the unit's effectiveness with common core standards assessment.
Refine, evaluate and adjust lesson plans and units of study based upon current data.	Instruction	All		Quarter 1			Review student work to assess effectiveness
Math Practices are incorporated into math lessons across the curriculum.	Instruction	All		Quarter 1			Review student skill level with math assessments.

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
The school will develop a multi-tiered support system to address students behavioral and social-emotional needs. All staff members will effectively utilize the Foundations Behavioral Model as a resource to establish uniformity and consistency.	According to the principal's scorecard our students' perception (based on the My Voice, My School Survey) indicated that we need to improve a uniform approach to school work practices and procedures.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a SEL Leadership team and point person	Staffing	All		Summer 2012	Quarter 1		Department Chairpersons supply feedback from implemented plans.
Staff trained in SEL curriculum and identifies time on school schedule to implement	Professional Development	All		Summer 2012	Quarter 4		Review evaluations from professional development sessions to review effectiveness.
Revise identified school-wide practices and policies to integrate SEL	Other	All		Quarter 1	Quarter 4		Assess schoolwide effectiveness
SEL team provide professional development for parents centered around the goals, curriculum and school practices.	Parental Involvement	All		Quarter 2	Quarter 2		Monitor parental involvement with students SEL plan
Yearend celebration with staff, students and parents highlighting SEL competencies.	Other	All		Quarter 4	Quarter 4		Monitor students motivational approach towards SEL.

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