



2012-2014 Continuous Improvement Work Plan

Albany Park Multicultural Academy

O'Hare Elementary Network
4929 N Sawyer Ave Chicago, IL 60625
ISBE ID: 150162990252850
School ID: 610212
Oracle ID: 32011



Mission Statement

Albany Park Multicultural Academy will prepare adolescents to make successful transitions to High School by providing a rigorous curriculum that motivates students to become lifelong learners and reach their full potential as global citizens.

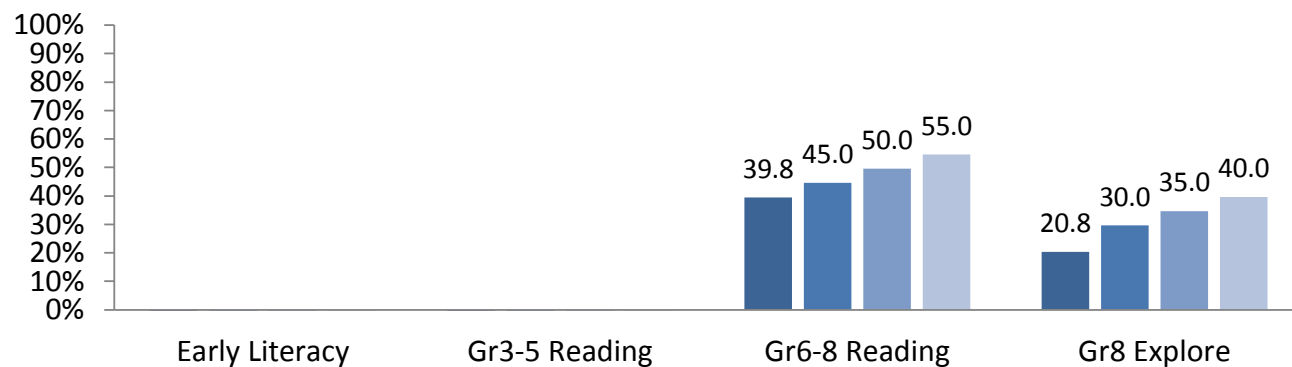
Strategic Priorities

1. Literacy support for diverse learners by providing intervention and enrichment to students identified on beginning of year screeners along with progress monitoring.
2. Implement Common Core State Standards instructional plans that provide meaningful and rigorous learning opportunities.
3. Maintain and nurture a positive school culture by building positive relationships with students, parents, and the community.

School Performance Goals

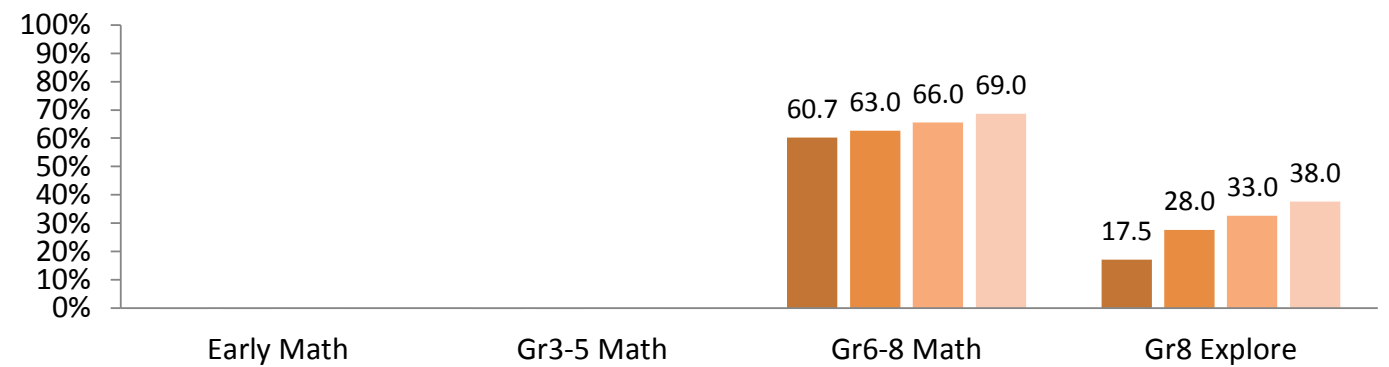
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Albany Park Multicultural 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
Eileen O'Toole	Principal
Hiliana Leon	Assistant Principal
Camille Baum	Special Education Faculty
Melissa Garcia	ELL Teacher
Barbara Dillon	Classroom Teacher
Emily Flanagan	Classroom Teacher
Cynthia Williams	Classroom Teacher
Gloria Arias	LSC Member



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	NDA	NDA	NDA	NDA		Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.8	45.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	60.7	63.0	66.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	63.0	66.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.7	57.0	60.0	63.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	20.8	30.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	17.5	28.0	33.0	38.0



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.0	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	2.3	2.3	2.3	2.3

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	80.5	82.0	83.0	84.0		ISAT - Reading % of students exceeding state standards	15.6	16.6	17.0	17.6
ISAT - Mathematics % of students meeting or exceeding state standards	87.1	88.1	89.1	90.1		ISAT - Mathematics % of students exceeding state standards	34.5	35.5	36.0	36.5
ISAT - Science % of students meeting or exceeding state standards	77.2	78.2	79.2	80.2		ISAT - Science % of students exceeding state standards	17.6	18.0	18.5	19.0

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. 	<p>A clear theory of action is in place which utilizes various metrics to monitor implementation and measurable outcomes.</p> <p>Our school has established and identified key levers that will help reach our achievement goals. The goals are specific to increasing student achievement on the ISAT, Scantron and Explore exams.</p> <p>The school has a short term and long term Principal Action plan focused on data-driven decision making and specific goals.</p> <p>Our School's ILT analyzes data to meet students needs, plans interventions and instructional strategies to address shortcomes and development of rigorous instruction.</p>	
	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. 	<p>Principal provides opportunities for professional growth through Subject ILT teams meet bi-weekly with the principal and assistant principal to focus on specific content instruction, analyze/monitor data, and provides support through professional development.</p> <p>Principal establishes and nurtures a culture of calm along with clearly identifying student expectations and provides the support necessary to attain their maximum potential.</p> <p>Principal provides funding for teachers to attend conferences and workshops.</p> <p>Principal creates a short term and long term action plan that outlines the leadership strategies for the school and the instructional foci needed to prepare for common core standards and college and career readiness.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>All teachers are involved in all aspects of leadership roles in the school.</p> <p>Teachers are empowered and invested at our school.</p> <p>Teachers lead subject area ILT meetings that involve data analysis, instructional planning, shared learning and effective practices.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>All subject areas are included in the school's ILT team including special education and bilingual teachers.</p> <p>The school's bi-weekly meetings leads the work of improving teaching and learning.</p> <p>The ILT reflects upon its own team's processes , instructional effectiveness, and takes actions to improve student achievement.</p> <p>The ILT regularly analyzes data and monitors performance.</p> <p>The ILT utilized data to address what is working and makes changes and or adds interventions to meet school-wide goals.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The ILT reflects upon its own team's processes, instructional effectiveness, and takes actions to improve student achievement.</p> <p>The ILT regularly analyzes data and monitors performance.</p> <p>The ILT utilized data to address what is working and makes changes and or adds interventions to meet school-wide goals.</p>	3

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 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. 	<p>Content subject area teams have developed quarterly plans that map out Common Core standards.</p> <p>Each subject team by grade-level provides and plans coherent instruction aligned to the standards.</p>	
	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). 	<p>Each content area grade level utilizes instructional resources that provide rigorous and relevant instruction.</p> <p>Instructional materials are supportive of all of our students, including special education and English language learners.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School wide data and classroom data is made available to all teachers in a timely manner. Data is saved in a shared folder accessible to all staff.</p> <p>Grade levels and subject area teams administer the required district and state mandated assessments but there may be gaps in the kind of assessments tools available.</p> <p>Various assessment methods are utilized to assess students and they aligned with the standards being addressed.</p> <p>The school makes accommodations for special education students and English language learners within subjects but a need still exist concerning improvement on a standard assessment.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Standards and expectations between students and teachers are consistently and clearly expressed.</p> <p>Scaffolding is evident in all classes and subjects throughout the school.</p> <p>Questioning techniques vary from low and high level questioning and promote higher order thinking and understanding.</p> <p>Sequencing of lessons are driven by state goals and curriculum standards.</p> <p>Instruction is delivered in both whole group and differentiated groupings to ensure that individual needs are addressed.</p> <p>Most teachers use both formative and summative assessments are utilized to monitor progress and check for understanding.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Interventions are monitored during ILT meetings but a more systematic, school-wide monitoring approach is necessary.</p> <p>Interventions include small group instruction and double blocks.</p> <p>Push in support is provided by special education teacher but the school needs to utilize support personnel more effectively to aide instruction.</p> <p>Interventiones are closey monitored for special education students.</p> <p>The school administers criterion-referenced adaptive test (Scantron) three times a year to measure individual student performance and teachers, ILT and subject area teams utilize data to drive instruction.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff professional development occurs regulary but it is difficult for our school to develop a year-long focused goal for professional development because of network priorities and requirements.</p> <p>Bilingual teacher and special education teachers lead professional developement activities focused on strategies to help ELL and SPED students.</p> <p>Partnership with Gear-Up program provides professional development in literacy and math.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	<p>Teachers collaborate in subject area teams, floor teams and ILT teams.</p> <p>Teachers meet weekly and ILT leaders facilitates bi-weekly department meetings with administration.</p> <p>Teachers within the same discipline plan collaborate to create quaterly lesson plans.</p> <p>Teams are inclusive to all aspects of our school population.</p> <p>Teams share and take ownership for result in student learning.</p>	
	Instructional coaching ----->			3
	<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. 	<p>Peer coaching is supported and provided in school through:</p> <p>Team meetings</p> <p>Communications via telephone and e-mail</p> <p>Modeling</p> <p>Frequent question and answer impromptu meetings</p> <p>New teachers receive curriculum support and management tactics.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All staff reinforces school goals and high expectations for students. Partnership with Gear-Up helps increase preparation for post-secondary education, and preparation. In addition, Gear-up program provides college readiness programs, activities and visits to colleges increase awareness. Abundance of after-school extra-curricular activities and sports helps increase attendance, lowers behaviours and helps build a positive school culture. Students have a voice and choice on the programs and activities offered after-school.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students have the opportunity to interact with peer and staff members both in and out of the classroom. Every student can participate in after-school or before school activities. Teachers give up their own time to assist students academically and emotionally. There is a great sense of mutual respect and calm between students and staff members. The school participates in an inclusive program where all students are treated with respect and given the same opportunities. Literature and phone calls/mass calls are translated as best as possible. The culture and heritage of every student is respected and preserved. The school hosts an international day and the curriculum reflects studental culture and interests.</p>	
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. 	<p>Interventions are in place to deal with disciplinary issues. Discipline issues are dealt with proactively and are immediate. However, there may be some inconsistencies in school wide policies when dealing with tardies, behaviors and dress code. The staff establishes and maintains a safe and welcoming school culture and environment.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>As a staff, our collective goal is to create a strong partnership with students and parents by providing:</p> <ul style="list-style-type: none"> Early registration day Offering report card pick up dates three times annually Connecting parents to GEAR-Up Informing them about graduation and High School by hosting a high school information night. Students and parents are provided with information on scperformance, policies, programs and process. 	
	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. 	<p>As teams, teachers collaborate to confer about student academic progress grades, and additional academic support.</p> <p>All teachers have a phone in their classroom with voicemail that allows for ongoing communication with parents.</p> <p>Teachers plan and schedule conferences with parents and meet frequently, individually with parents, parents-student-teacher and school team-parent-student.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school has a welcoming environment for all families.</p> <p>As a school community, we continually strive to involve parents and families in extra-curricular activities involving students and neighboring partners such as Family Bingo Night, International Night and Ballroom Dancing presentations.</p> <p>Our GEAR-UP partnership offers parent classes including financial planning, computer and college readiness information.</p> <p>Principal makes accomodations for parent classes by providing security and staff.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	<p>In an effort to educate the "whole child", the school has reached out to community social and health service agencies to ensure that our students receive support inside and outside of the school such as: Albany Park Community Center Counseling and CPS/Chicago Department of Public Health. School counselor supports and informs parents and families of</p>	
	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. 	<p>GEAR UP provides a Summer Academy for students that exposes students to college life and helps make connections. Students learn about post secondary options, preparation and financing. A career night is planned to expose students to the various jobs that are available when thinking about college and careers.</p>	
Academic Planning ----->			1	
<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. 	<p>Some students take the algebra placement test and are eligible for early credit.</p>		
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. 	<p>After-school extra-curricular classes are offered in three sessions for a total of 20 weeks. Students are given the opportunity to make recommendations for classes as well as staff based on their hobbies and interests.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	<p>The eighth grade students take the EXPLORE test and the school promotes its preparation in both 7th and 8th grade.</p> <p>The school participates in a pep assembly to motivate students for college and career assessments.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			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. 	<p>The school provides and holds a "High School" night where staff members speak about the transition into high school as well as the application process and procedure.</p> <p>The school has a registration day before school starts where families from both 7th and 8th grade learn about the school, its policies and complete necessary paperwork.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<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. 	<p>School allocates discretionary monies aligned with the needs of the school, its goals and priorities.</p> <p>School allocates funding for technology: 2 iPad carts (60 iPads), laptops, desktops, ELMO's, interactive boards, calculators, funding for apps.</p> <p>School focused on allocating funding for students' needs.</p> <p>School participates in grant opportunities to fund after-school activities: After-School All Stars, North River Commission</p>	
	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. 	<p>Hiring occurs after a vacancy or expected vacancy is identified. However, little or no staff input is given when hiring new staff members.</p> <p>Hiring is based on a departmentalized model. Teachers and staff are placed in positions based on students' needs, certifications and endorsements.</p>	
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. 	<p>Block scheduling gives a priority to all the subjects. Having recess helps students' focus and re-group.</p> <p>Interventions for students that are struggling occur but not in a systematically.</p> <p>We need to reinstate more programs for struggling students.</p>	

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

Albany Park Multicultural Academy will prepare adolescents to make successful transitions to High School by providing a rigorous curriculum that motivates students to become lifelong learners and reach their full potential as global citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy support for diverse learners by providing intervention and enrichment to students identified on beginning of year screeners along with progress monitoring.	At our school, 39.8% of our students are at or above grade level on Scantron and 20.8% of students have met college readiness benchmarks on Explore reading. By improving our intervention methods with literacy we will ensure all students are able to grow in all subjects.
2	Implement Common Core State Standards instructional plans that provide meaningful and rigorous learning opportunities.	Based on our Explore reading data, 20.8% of our students have met college readiness benchmarks and 17.5% have met the math college readiness benchmarks. We have a need to implement a rigorous curriculum in order to promote college and career readiness.
3	Maintain and nurture a positive school culture by building positive relationships with students, parents, and the community.	According to the My School My Voice survey, only 46% of parents reported feeling engaged in their school and 51% reported feeling satisfied with the school environment. Therefore, there is a need to foster stronger relationships.
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 support for diverse learners by providing intervention and enrichment to students identified on beginning of year screeners along with progress monitoring.	At our school, 39.8% of our students are at or above grade level on Scantron and 20.8% of students have met college readiness benchmarks on Explore reading. By improving our intervention methods with literacy we will ensure all students are able to grow in all subjects.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
10-week interventions (RTI) and progress monitoring for small groups of students performing below grade level.	Instruction	All	Teachers, ILT, Administration	On-going			
Hire a literacy specialist with a technology background.	Staffing	All	Principal	Summer 2012			
Dedicate time for enrichment activities for students performing at or above grade level.	Instruction	All	Teachers, ILT, Administration	On-going			
Meet with ILT teams to analyze data.	ILT/ Teacher Teams	All	ILT	On-going			
Meet with subject area teams to discuss student progress and intervention strategies.	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going			
Conduct an audit of resources that support literacy and invest in additional materials.	Instructional Materials	All	Teachers, Administration	Summer 2012			
Explore resources to provide support staff for ELL program.	Instruction	English Language Learners	Teachers, ILT, Administration	Quarter 1			
Effectively use technology to differentiate instruction and interventions.	Instruction	All	Teachers, Administration	Summer 2012			
Allocate resources to provide a teacher for our ELL/ESL program.	Instruction	English Language Learners	Principal	On-going			



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
Implement Common Core State Standards instructional plans that provide meaningful and rigorous learning opportunities.	Based on our Explore reading data, 20.8% of our students have met college readiness benchmarks and 17.5% have met the math college readiness benchmarks. We have a need to implement a rigorous curriculum in order to promote college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core State Standards aligned instruction by ILT members.	Professional Development	All	ILT	On-going			
Conducts an audit of existing texts aligned to CCSS and invest in supplemental nonfiction texts.	Instructional Materials	All	Teachers	Quarter 1			
Professional Development for integrating technology into curriculum to meet Common Core requirements.	Instruction	All	Administration	On-going			
Dedicate time for cross-curricular planning.	Instruction	All	Principal	On-going			
Build a relationship with feeder school.	Other	All	Administration, LSC	Quarter 1			
Allocate resources to provide substitute coverage and/or fees for professional development activities.	Instruction	All	Administration	On-going			



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
Maintain and nurture a positive school culture by building positive relationships with students, parents, and the community.	According to the My School My Voice survey, only 46% of parents reported feeling engaged in their school and 51% reported feeling satisfied with the school environment. Therefore, there is a need to foster stronger relationships.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Form a committee to establish a positive behavior reinforcement plan.	Other	All	Teachers/Staff/Administration	Quarter 1			
Allocate resources needed to maintain and expand our after-school program to provide both academic support and extra-curricular activities.	After School/Extended Day	All	Administration	Quarter 1			
Investigate grant resources to enrich after-school program.	After School/Extended Day	All	Teachers/Administration	On-going			
Organize informational/fun family oriented events to build positive relationships.	Parental Involvement	All	Teachers/Staff/Administration	On-going			
Conduct a "parent needs" survey.	Parental Involvement	All	Administration	Quarter 1			
Build a relationship with neighboring high schools to establish a Big Brother/Big Sister program.	Other	All	Teachers/Staff/Administration	Quarter 3			
Strengthen PAC and BAC by providing activities/meetings/workshops that meet the needs of parents.	LSC/ PAC/ PTA	All	BLT Teacher/Administration	Quarter 2			



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.

Table with 2 columns: Strategic Priority Description, Rationale

Action Plan Monitoring

Table with 8 columns: 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