



2012-2014 Continuous Improvement Work Plan

Richard J Daley Elementary Academy

Pershing Elementary Network
5024 S Wolcott Ave Chicago, IL 60609
ISBE ID: 150162990252837
School ID: 610239
Oracle ID: 25951



Mission Statement

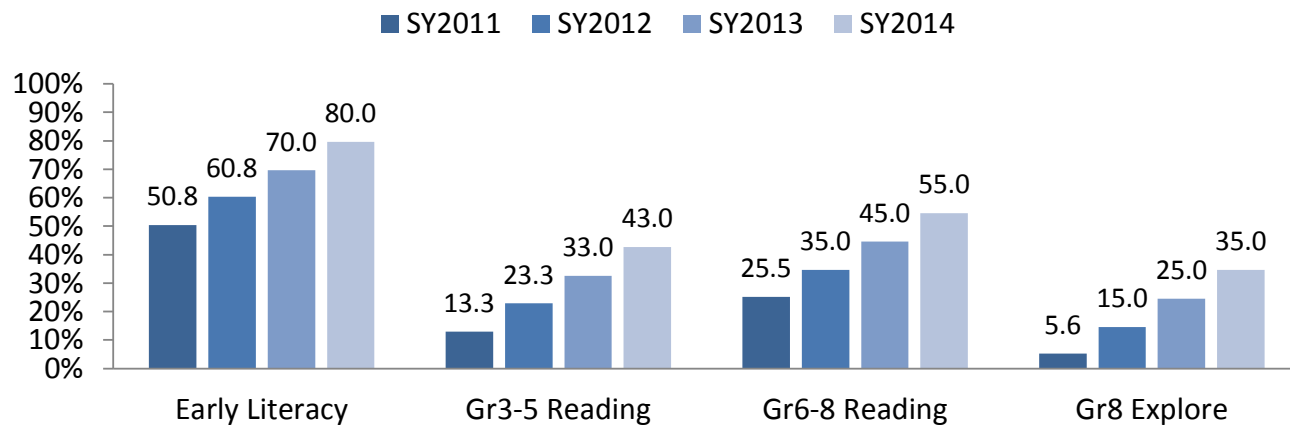
Daley Academy is committed to meeting the academic, social and emotional needs of every student by implementing a rigorous differentiated instructional program in an environment that promotes caring, sharing, support and encouragement for all students.

Strategic Priorities

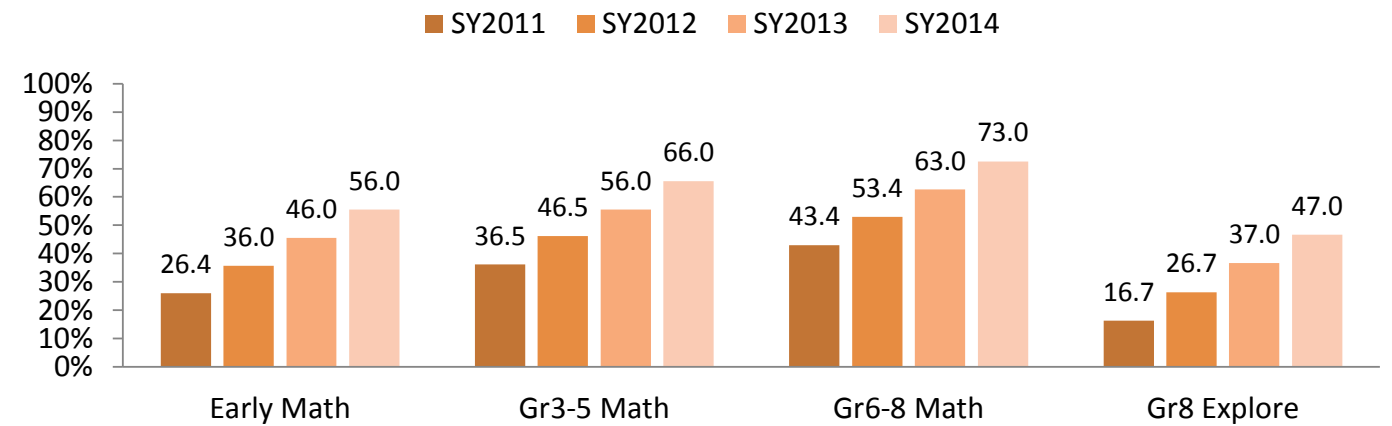
1. Improved achievement in Reading
2. Improved achievement in Mathematics
3. Improve the number of students transitioning into English by 10%
- 4.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Richard J Daley Elementary Academy

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Rhonda Hoskins	Principal
Angela Hunt	Assistant Principal
Rocio Rosales	Assistant Principal
Jason Davis	Classroom Teacher
Alma Grimaldo	Classroom Teacher
Karen Ramirez	Classroom Teacher
Patti Walsh	LSC Member
Kelly Whitehead	Classroom Teacher
Tonya Williams	Classroom Teacher
David Rios	Support Staff
Fonda Karim	Special Education Faculty
Anna Feingold	ELL Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	50.8	60.8	70.0	80.0		Early Math % of students at Benchmark on mClass	26.4	36.0	46.0	56.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	13.3	23.3	33.0	43.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.5	46.5	56.0	66.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.6	62.6	68.0	76.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.9	73.9	83.9	93.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.5	35.0	45.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.4	53.4	63.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.6	63.0	73.1	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.4	80.4	86.0	94.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	5.6	15.0	25.0	35.0		Explore - Math % of students at college readiness benchmark	16.7	26.7	37.0	47.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	44.2	34.0	24.0	14.0

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	55.9	65.9	72.0	80.0		ISAT - Reading % of students exceeding state standards	5.3	15.3	25.3	35.3
ISAT - Mathematics % of students meeting or exceeding state standards	75.9	85.9	92.0	100.0		ISAT - Mathematics % of students exceeding state standards	14.4	24.4	34.4	44.4
ISAT - Science % of students meeting or exceeding state standards	63.2	73.2	79.0	87.0		ISAT - Science % of students exceeding state standards	2.3	12.3	22.3	32.3

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 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>1. Additional teacher will use individualized instructional program along with a software program to address the needs of the students who are performing below level at 4th and 5th grade according to Scantron Benchmark Data. 2. 3rd grade students reorganized for reading classes so that students who are grouped according to their specific needs. Several student performing at higher levels in math are piloting a walking math program.</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>Staff development is created to address the needs of the entire staff. Some differentiating between primary grades and all other grades. Teachers are encouraged and reimbursed to attend staff development outside of building based on their specific needs. Data is shared with school and community via meetings, bulletin boards and handouts to familiarize the school community with the progress. School uses several vehicles to promote college and career readiness including: bulletin boards, workshops, college trips, college week, classroom discussion. Principal works with various parent groups to empower parents to participate at large in school-wide activities. Parent training is provided in leadership, support for students and how to better prepare students for college beginning at the Kindergarten level.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All of our teachers have a vested interest in the success of the school and its students whether through pursuit of additional degrees, National Board Certification, Professional Development or giving extra (un-paid) time to the school. (Before and After-school tutoring, Teacher Meetings, etc. Week-end and Summer Planning sessions) Many teachers are involved in leading various school leadership teams with some overlap. This serves as a way to cross-reference data and share information among teachers and teams. The teams include: ILT, RtiBilingual Team, PPLC, MEL-CON Comm.,SIPAAA?CIWP Comm., Union Rep, Grade Level Teams, Coaching (Sports Admin.)</p>	

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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>Our school's ILT analyzes data, reflects regularly, has had training in SCANTRON in order to assist in analysis of qualitative and quantitative data and shared this information with the staff. The ILT Team was responsible for preparation and development of workshops and follow-up in SCANTRON Analysis, MEL-CON Writing and CCSS introduction. Preparation of Individual Student Growth reports and packets for distribution during Winter Break. Worked with the Pershing Network to develop a plan and secure their support for students who have not met their growth targets.</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 administrative Team and the Instructional Leadership Team spend time over several meetings analyzing the data from Standardized and Benchmark Tests to strategically target problem areas and formulate a Plan of Action supportive to student growth. Grade Level Teams are provided Touch-Back Sessions in order to via their analysis, group students according to their varied levels and target areas for group and individualized instruction.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Grade Level Teams are mapping according to the Illinois Standards. Most grade levels are mapping according to the concepts skills required throughout the year. Teachers utilize varied materials, and supports for instruction in order to expose students to vary the complexity of grade level materials. Short and Long Term Plans include accomodations for ELL students and students with disabilities in order to achieve success in all areas.	
	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). 	Every grade level has a core set of instuctional materials aligned to the Illinois State Standards and/or the Common Core Standards. Instructional materials and additional resources are supportive of student interest and growth.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>A comprehensive set of assessments are used school-wide to determine student growth. School-wide data, teacher team data and individual classroom data is shared with every teacher. Assessments include: Standardized, Benchmark, Diagnostic and Teacher Created assessments are used to gather data throughout the year. Assessment accommodations and modifications are in place to ensure that ELLs and students with disabilities can appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Objectives are posted and reviewed before each lesson in most of the classrooms. Teachers use questioning techniques which are basic but incorporate higher order questioning techniques as often as possible. Instruction is scaffolded, student progress checks are performed frequently throughout instruction. Accomodations and modifications are made for ELL students and students with special needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has created an Rti team to assist and support teachers with the implementation of Rti. The Rti team has prepared and inserviced teachers several times throughout the year. Interventions such as small group instruction. Resource teachers "push-in" to provide support for ELL and students with special needs. One on one support provided to students with special needs.</p>	
	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>The school has provided school-wide as well as grade level appropriate professional development. School-wide P.D. include Scantron, CCSS, Rti. Grade level and subject area P.D. include: mClass DIBELS and mClass Math, MEL-Con Writing Strategies (Grades 6-8) , Mini-MEL Con (Grades 3-5)</p>	

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DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher teams perform data analysis and planning based on their results. Teachers share ownership for results. TEAMS ARE inclusive of general education, special education, bilingual teachers. Most teams are supported by an ILT Member. Teachers are given time to collaborate and plan during half-day Touch Back Sessions.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Newer teachers are provided mentors who assist with management of teacher duties, i.e. attendance, grade book, planning. Informal coaching has also been provided for teachers "not-so new". Teachers have been sent to professional development to assist teachers in the areas where needed. Occasional peer-observation and cross classroom visitation set up by teacher</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	Classroom discussions take place when every new concept is introduced and during every teachable moment. Algebra, Reading selections, vocabulary development is used at varying levels to prepare students for High School and ultimately college level work. Bulletin Boards are displayed throughout the building, College and Career Week is held annually to promote college awareness. An annual 8th grade retreat is held to promote college awareness.	
	Relationships ----->			3
	<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. 	Most students have an adult advocate who advises, directs and supports their academic goals as well as their personal goals. Educational staff continuous to use personal hours to reinforce new concepts, basic skills and provide one on one individual instruction. 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 through units of study, cultural assemblies, activities and individual classroom integration.	
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. 	The school implements progressive student discipline with a common and consistent approach. Students are made aware of expectation during grade level discipline assemblies held at the beginning of the school year. Staff establishes and maintains a safe and welcoming environment.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides clear information about school and student performance for families on a monthly basis during LSC, BAC, NCLB meetings. A large data board is displayed and updated regularly to reflect the achievement in academic performance. Teachers inform parents during Open House, parent nights for benchmark grades and during conference nights of achievements and academic goals and expectations for the school year. The school hosts a high school fair for 8th graders; Parents and students are encouraged to apply for selected enrollment school and other school choices outside of the neighborhood.	
	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. 	All communication is distributed in English and Spanish. We use the outcalling system to notify parents of announcements. After the initial training, Parent Portal training is provided on an as needed basis. Parent meetings are held for each of the Benchmark grades. Monthly calendar is distributed. Bulletin boards are used to communicate to the home. Home visits are conducted regularly.	
	Bonding ----->			4
	<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. 	Daley has established a welcoming environment. The Principal has a open door policy for parents, teachers, and students. We are community school whereby we host community events/programming. The school community pulls together to support the various needs of families. Frequent opportunities for parents and community members to engage with the school community. Teachers and parents work together to improve the success of students.	

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 ----->			4
	<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>Staff is sensitive to the needs of families. Excellent communication between teachers and families with special circumstances. Teachers reach out to social service agencies in a timely manner to recruit assistance as needed.</p>	
	College & Career Exploration and election ----->			3
	<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>The school has taken the 8th grade classes on college tours to expose them to the day in the life of a college student. 7th/8th grade college/career retreats have taken place at the school facilitated by administration, teachers and outside speakers. The entire school participates in a college/career week activities which</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school provides a rigorous academic challenge for students exceeding their grade level targets, such as Algebra classes being offered to eligible 8th graders. Walking reading/math is offered to any student in 2nd-8th that is up to the academic challenge.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<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>The school sponsors a wide range of extracurricular and enrichment activities that builds leadership, increase engagement and enterprenuership such as Junior National Honor Society, Student Council, Algebra Club, Book Club, We Are Ready, Science Club,</p>		

School Effectiveness Framework

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	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 students are preped throughout the year on the Explore exam with a pre-test and a mid-year assessment. The network has provided PD for middle school teachers to prepare them to successfully prepare students for the college ready assessment. Individual teacher complete career assessments and interest</p>	
	College & Career Admissions and Affordability ----->			2
	<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 ----->			1	
	<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>Rock Star readers, 8th grade workshop to prepare for high school and transition plans are created for Students with Specials needs before they enter high school.</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>Discretionary funding is purposely focused on classroom needs. Teachers are allotted \$400. plus \$100. (Total of \$500.00) supply budget for their classrooms. All instructional materials, textbooks and equipment are purchased out of discretionary funds. Daley work with several SES companies, and a number of community organizations (CYC - 21st Century Grant and Summer Advantage) to meet needs of students.</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 is strategically based on an assessment of the need, teacher capacity, space availability and programming. After identifying those teaching staff already connected with the school (i.e. FTBs, Cadres, student teachers), candidates are identified and undergo a multi-step process for interviews. The best candidates are asked to return to teach a lesson. Grade level team members are invited to sit in and assist with an evaluation of the lesson. A final selection is made after careful consideration is given to each of the "Final candidates". The LSC, teachers and Assistant Principals are a consistent part of the process.</p>	
	Use of Time ----->			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
<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>Because of flexible scheduling on the part of teachers, Students are given more time on task and support in their areas of weakness. Before and after school hours are utilized for homework help, small group tutoring and one on one instruction. During the "New Full Day" students will receive an extra hour of instruction in Reading /Math based on their levels of achievement on NWEA.</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

Daley Academy is committed to meeting the academic, social and emotional needs of every student by implementing a rigorous differentiated instructional program in an environment that promotes caring, sharing, support and encouragement for all students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improved achievement in Reading	Our goal for reading is to increase the number of students performing at or above level by 10%. We currently have 65.4% of our students reading at or above level.
2	Improved achievement in Mathematics	Our goal for math is to increase the number of students performing at or above level by 8%. We currently have 79.8% of our students reading at or above level.
3	Improve the number of students transitioning into English by 10%	Daley Academy Transitional Bilingual Students have consistently transitioned students at a rate on average of -----EACH YEAR
4		
5		

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
Improved achievement in Reading	Our goal for reading is to increase the number of students performing at or above level by 10%. We currently have 65.4% of our students reading at or above level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Percent of students at benchmark on Dibels and Idel will increase by 10%	Instruction	Other student group	PreK-2nd Grade Teachers	Quarter 1	Quarter 4	On-Track	
Set up Walking Reading for students	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	
Improve Libraries in each Classroom add Leveled Readers	Instructional Materials	All	Principal	Quarter 1	Quarter 4	On-Track	
Re-open Library/Media Center	Instruction	All	Principal	Quarter 1	Quarter 4	On-Track	
Roll-Out of Digital Projectors for each classroom	Equipment/Technology	All	Principal	Quarter 1	Quarter 4	On-Track	
Re-supply Reading Series workbooks	Instructional Materials	All	Principal	Quarter 1	Quarter 4	On-Track	
Maintain Patnership with Bernies Book Barn	Instructional Materials	All	Principal	Quarter 1	Quarter 4	On-Track	
Maintain Kindergarten All Star Reading Program with Incentives	Instruction	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Develop Melcon Training for Primary leveled students	Professional Development	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Order Scholastic News for each grade level to supplement Social Science	Instructional Materials	All	Principal	Quarter 1	Quarter 4	On-Track	
Host 3 Scholastic Book Fairs during the year	Instructional Materials	All	Asst. Principal	Quarter 1	Quarter 4	On-Track	
Purchase Alphabet Learning Cards for Pre-K Students for learning at home	Instructional Materials	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Family Reading Night	Parental Involvement	All	Teachers	Quarter 1	Quarter 4	On-Track	



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
Improved achievement in Mathematics	Our goal for math is to increase the number of students performing at or above level by 8%. We currently have 79.8% of our students reading at or above level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Walking Math for differentiating instruction in classes	Instruction	All	Teacher	Quarter 1	Quarter 4	On-Track	
Provide Additional Training for New Math Envision Series	Professional Development	all	Principal	Summer 2012	Quarter 4	On-Track	
Roll Out Digital Projector in Math Classrooms for improved delivery of instruction.	Equipment/Technology	all	Principal	Quarter 1	Quarter 4	On-Track	
ipad Roll-Out at the 2nd, 3rd, 4th, and 5th grade levels with 10 i-Pads per grade level.	Equipment/Technology	all	Principal	Quarter 1	Quarter 4	On-Track	
Consumables Replenished for Math Series Grades K-	Instructional Materials	All	Principal	Summer 2012	Quarter 4	On-Track	
Target students according to their Rit Band Scores on NWEA and provide Support via an after-school program.	After School/Extended Day	All	Teacher	Quarter 1	Quarter 4	On-Track	
Provide Algebra and Pre-Algebra classes before or after school for 8th Graders and 7th graders consecutively.	After School/Extended Day	Other student group	Teacher	Quarter 1	Quarter 4	On-Track	
Math Family Night	Parental Involvement	All	Teachers	Quarter 1	Quarter 3	On-Track	
Continue with ST Math program building wide.	Instruction	All	Principal	Quarter 4	Quarter 4	On-Track	
Continue e-Spark program at varied levels	Instruction	All	Principal	Quarter 4	Quarter 4	On-Track	



Strategic Priority 2

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Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve the number of students transitioning into English by 10%	Daley Academy Transitional Bilingual Students have consistently transitioned students at a rate on average of ---EACH YEAR

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase ESL Support Computer Program material for the Middle School	Instructional Materials	English Language Learners	Principal	Quarter 1	Quarter 4	On-Track	
Replenish ESL workbook materials for the k-8th bilingual program	Instructional Materials	English Language Learners	Principal	Quarter 1	Quarter 4	On-Track	
Continue to provide funds for ESL/ELL Professional Development and Conference Attendance	Professional Development	English Language Learners	Principal	Quarter 1	Quarter 4	On-Track	
Encourage more teachers to obtain their ESL endorsement	Professional Development	English Language Learners	Teacher	Quarter 1	Quarter 4	On-Track	
Continue with ESL Support for Head Start	Instruction	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 4	On-Track	
Fund PD for all monolingual teachers and staff servicing bilingual students	Instruction	English Language Learners	Principal	Quarter 1	Quarter 4	On-Track	
Purchase replacement dictionaries for those that are missing or destroyed.	Instruction	English Language Learners	Principal	Quarter 4	Quarter 3	On-Track	



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