



2012-2014 Continuous Improvement Work Plan

Matthew A Henson Elementary School

Austin-North Lawndale Elementary Network

1326 S Avers Ave Chicago, IL 60623

ISBE ID: 150162990252261

School ID: 610240

Oracle ID: 25971



Mission Statement

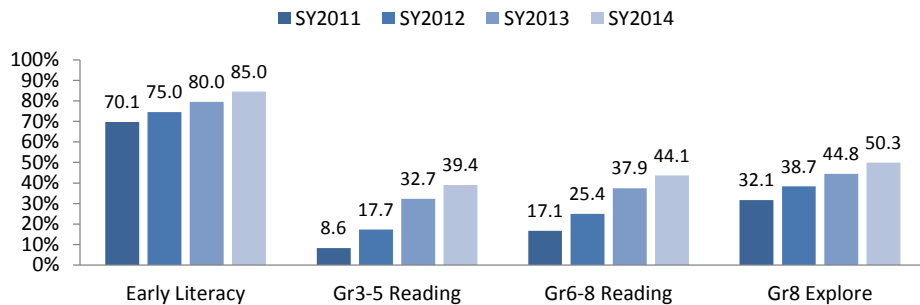
The mission of Matthew Henson Elementary is to become a peaceful, positive, and productive school that facilitates rigorous learning opportunities for all students in all academic disciplines. We aim to provide a curriculum that prepares our students to develop the critical thinking skills that they need to be successful in high school, college and career.

Strategic Priorities

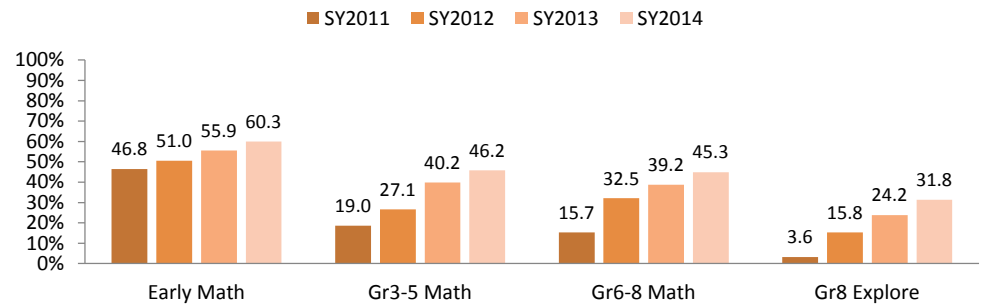
1. Provide High Quality Tier 1 Reading instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.
2. Provide High Quality Tier 1 Math instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.
3. Integrate Explore type questioning into quarterly Reading and Math unit plans (6th - 8th Grade) to increase student opportunity to prepare for the 8th Grade EOY Assessment.
4. Develop and Implement a year long intervention program for Early Literacy K- 3 targeting students identified through BOY DIBELS.
5. Implement and Monitor Foundations and Champs positive and proactive school wide and classroom behavior management systems.

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:	Matthew A Henson Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Demetrius Hobson	Principal
Tenesha Hatter	Assistant Principal
Amanda Cleves	Special Education Faculty
Joshua Hallerberg	Classroom Teacher
Kahinde Longmire	Classroom Teacher
Tammy Pike	Classroom Teacher
Bernadette Shields	Special Education Faculty
Lemetria Johnson	LSC Member
Tina Smith	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	70.1	75.0	80.0	85.0		Early Math % of students at Benchmark on mClass	46.8	51.0	55.9	60.3
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	8.6	17.7	32.7	39.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	19.0	27.1	40.2	46.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.6	53.7	59.0	63.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.1	56.9	61.1	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	25.4	37.9	44.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	15.7	32.5	39.2	45.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.7	46.0	51.4	56.3		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	30.3	43.0	48.7	53.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	32.1	38.7	44.8	50.3		Explore - Math % of students at college readiness benchmark	3.6	15.8	24.2	31.8



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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	90.9	93.0	95.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	13.2	12.0	11.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	45.9	51.1	56.9	61.1		ISAT - Reading % of students exceeding state standards	1.7	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	61.4	66.6	71.4	76.6		ISAT - Mathematics % of students exceeding state standards	3.5	5.0	10.0	15.0
ISAT - Science % of students meeting or exceeding state standards	60.0	65.0	70.0	75.0		ISAT - Science % of students exceeding state standards	3.3	5.0	10.0	15.0

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation	
DIMENSION 1: Leadership	Goals and theory of action ----->				3	
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>At the beginning of the school year the ILT drafted a TOA listing goals in Reading, Math, Attendance, and Discipline. We identified Professional Learning, Results Oriented Leadership, and School Climate as focus areas to plan and structure key levers for improvement. Data from ISAT, Scantron, the mClass Suite, Gradebook, and Attendance are used to measure growth. We track students' progress in the Fall, Winter, and Spring.</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>Professional Learning at Henson takes place weekly at grade level meetings to align curriculum, facilitate inclusion, and develop cohesion within the curriculum. The principal guides the ILT to support the Teacher Teams in the development of Unit Plans with Performance Tasks. Teachers' whose students are underperforming on Scantron develop Actions Plans with the Principal to improve student performance. The principal has established educational mantras intertwined in the school's vision that are discussed daily during the morning announcements. Children have been taught several quotes this year that they reflect on such as "Education is liberation" and "Education is the key to unlock the golden door to freedom." There is evidence that the vision and quotes have resonated with the students based upon their writing assignments and the appropriate ways that the quotes have been applied to their personal life long learning goals.</p>		

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>A core group of teachers performs most of the leadership duties, however; most teachers are invested in the school through leadership in one or more areas</p> <ul style="list-style-type: none"> - ILT Members - Grade Cluster team leader - Union Representative - RTI Coordinator - Mentor Teacher - Committee Chair and membership <p>Administration supports teachers who have a vision to create programs/activities that will benefit students. There is a strong established ILT that meets bi-weekly for an 90 minutes. The ILT is comprised of administration, the counselor, and a teacher from each of the three grade clusters. The ILT implements and monitors school wide instructional initiatives. The representative from each grade cluster shares all pertinent information with their respective grade clusters during the Tuesday morning teacher team meetings. On PD days, Teacher Teams are encouraged to share effective practices and/or current research in response to the needs of the schools.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<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>The ILT is compromised of the administration, the counselor, and a teacher representative from each of the three grade clusters in the school. The ILT leads the work of analyzing current student data and applying effective ways of improving student learning school-wide. It is the responsibility of each teacher grade cluster representative to disseminate the information from ILT to their grade cluster team at teacher team meetings on Tuesday mornings. Members of the ILT discuss professional development that is needed for the entire school and/or specific teachers. Teachers are then assigned to attend PD sessions outside of school or the ILT will collaborate to bring in outside providers or provide PD as a team. The ILT reviews action items and the status of the completion of the action items.</p>	
Monitoring and adjusting ----->			2
<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>Teacher's analyze Classroom Level and Grade Cluster Scantron Data at grade cluster meetings on a weekly basis. The ILT also reviews School Level data on a bi-weekly basis. Support Personel have been hired to tutor, intervene and to assist teachers to complete progress monitoring assessments during the the scheduled time.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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>Teachers create weekly lessons aligned to the CCSS.</p> <p>Teacher teams collaborate with special education teachers on unit plans aligned to the CCSS with Performance Task.</p>	
	Instructional materials ----->			2
	<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>Grades 3-8 use Achieve 3000 to help differentiate reading practice adaptive to students individualized reading level (lexile).</p> <p>Currently we use the Story Town Reading Series K-5th and Prentice Hall Readers Journey 6-8th.</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>				

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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>Teacher teams use classroom data to plan instruction monthly. All teachers have immediate access to Scantron or mClass testing results for their classrooms. Accommodations and modifications are made for students with disabilities in the Special Educations rooms and in the regular classrooms for those students. Students are assessed primarily through authentic student work, selected response, and constructed responses.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>2</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers conference with students to review their scantron scores and set appropriate goals based on the objectives that were identified as needing more work. Teachers model the wanted outcome to the students and works with them through guided practice and in small groups until the students are ready to be released to show mastery of the wanted outcome of the CCSS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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>Teachers identify students based upon the Response to Intervention framework into three tiers. Identified tier 3 students are provided the most intensive supports and are progress monitored at least every ten school days. Identified tier 2 students are provided interventions in the classroom and are progress monitored bi-weekly. The remaining of the class is identified at tier 1 and are progress monitored monthly. Students can move between tiers at the quarter marking when teachers tier students based upon the newest assessment data. Some intensive interventions that are placed in the primary department are BURST reading intervention, Raz Kids reading, and Excel math. Achieve 3000 is a language arts intervention that is placed in grades 3-8. During intercessions from school, students are identified and offered to participate in intervention groups for reading and math. Interventions will also continue over the summer for students who are identified as needing the most support. After school interventions have been offered to students who need reading and math support. The ILT is responsible for monitoring all interventions to see if/what adjustments are needed. New interventions are placed as needed in</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>Teachers participate in professional development in the building and outside. We have ILT training with the Network. Individual teachers participate in core subject training quarterly with the network. We participate in all training with the network for ISAT Testing, Explore Testing, DWWA, as well as Diebles Training. Special education teachers attended goal writing with the SSA and alignment of the common core with the district. Principal provide PD's for staff on non attendance days for students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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>Teachers meet with grade level teams (K-2, 3-5, 6-8) every Tuesday morning to unit plan, analyze formative assessments, and collaborate on weekly instruction. Teachers review data weekly in order to tier students and place students in cycles of assessment for progress monitoring. Special education and general education teachers collaborate about students with disabilities and their progress towards the general education curriculum. Each teacher team has at least one ILT member to support the team and relay information from the ILT meetings. Teachers keep weekly agendas and post the agendas on the public viewing portion of the district e-mail, which allows administration to monitor agendas and data analysis from each meeting.</p>	
	Instructional coaching ----->			1
	<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>ILT members performed "Checkpoints" to take a quick snap shot of lessons, student engagement, objective and agendas posted.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Our vision of creating an environment where students are free to believe, achieve, and succeed has been key in shaping the school's plan to maintain a college-going culture. Students often complete assignments writing about their educational and life long goals. 8th grade students attended an intervention week during the October intersession to evaluate their test scores, discuss their goals for the future, and plan how education is the key to succeeding.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Some students have formed bonds with some adults within Henson. There are some opportunities for interactions between adult advocates and students.</p> <p>Students with disabilities have opportunities to participate in all instructional, intervention, enrichment and extra-curricular opportunities as students without disabilities.</p>	
Behavior & Safety ----->			2	
	<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>Henson has a Foundations team that is being trained to build structures for positive behavioral supports and strategies to assess areas of high need within the school. Hallway transitions and the cafeteria have been identified as common areas that need strengthening school wide. The Foundations principles, specifically high student expectations, have been applied to hallway noise level and behavioral in all areas of the school. Behavior expectations are held high for all students. A positive reward system based upon compliments to entire classes has been implemented and has found</p>	

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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. 	<p>The principal actively collaborates with our community partner to ensure that all programming is of high quality and that each program is ran efficiently. Within that collaboration the principal expects that all partners reach out to families that are in need of extra support.</p> <p>The principal holds community meetings to share the schools progress on an ongoing basis. In those meetings the following is discussed: attendance, academic data, enrichment opportunities and parental involvement. The teachers are encouraged to hold meetings with their families to discuss student achievement, attendance and parental involvement. All academic data is discussed as well as how the families can help the children reach their goals.</p> <p>The school is very proactive and highly resourceful. Henson offers a multitude of opportunities for families to thrive and be healthy</p>	
	Ongoing communication ----->			2
<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>Teachers, administration, and the counselor communicate very often with parents. Teachers contact each student's parent at least once every two weeks. Each teacher keeps documentation of phone calls and the content of the phone call. The administration communicates upcoming events with parents via a monthly school calendar and school wide messages that call each telephone number in our school family directory. The counselor facilitates bi-weekly parent meetings</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>Donuts for Dads and Muffins for Moms is an initiative where parents share community issues and discuss student academic performance. School has partnered with Project Launch to help facilitate the engagement of parents.</p> <p>Administration meets bi-weekly with the PAC to review/preview opportunities for community engagement in school events.</p> <p>In the fall of the school year we hosted a Family Literacy Night to promote reading as a family.</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
N 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>The school counselor works with families who self-identify or are identified by a teacher to align resources to each family's needs. Counselors, social workers, and case managers are assigned to families for support. For those families with attendance difficulties, a youth outreach worker visits their homes to help in any way possible in order for the students to return to school and regular</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>Students begin research projects on their future starting in the first grade. Goal writing is an important part of all student's education that is often focused on. Students in 6th through 8th grades design individual research projects on a specific college and present their work in class. Students in the 8th grade have several meetings with</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>We hosted a High School fair on site where 7th and 8th grade students were exposed to and had an opportunity to engage H.S. counselors.</p> <p>Administration brought in guest speakers for the students to discuss various careers and educational opportunities. These speakers had the same background as the students here at Henson.</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>Students are offered multiple opportunities to participate in a wide range of activities. For wellness and physical activity, there is Sports and Games for 5th-8th, Girls in The Game for 5th-8th, ZOOM for K-3, Courtology for 5th-8th, and Hubbard Street Dance for 5th-8th. For</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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Teachers attend Explore training through the network. Students are given the opportunity to apply strategies to sample EXPLORE problems before take the test at the end of the year. The EXPLORE test is the precursor to the PSAE and the ACT. Teachers attend DWWA training and provide multiple writing practice sessions prior</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. 		
	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>We hosted a High School fair on site where 7th and 8th grade students were exposed to and had an opportunity to engage H.S. counselors.</p> <p>Each quarter the Administration and 8th grade teachers hosted 8th Grade Family Meetings to keep parents up to date on students progress and preparedness to transition to H.S..</p> <p>The Head Start teacher hosts monthly Pre-K meetings to prepare parents to better support their students in Kindergarten.</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 ----->			3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Discretionary funds are allocated to align with strategic school-wide needs and priorities. School has identified several outside funding sources and/or community partners to align with needs of students and staff. School-wide focus is aligned with resources that include opportunities for student achievement growth, incentives, intervention and enrichment.</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>The Principal created a multi-step interview process for hiring an Assistant Principal with High School, Elementary School, Special Education and Administrative experience. The Principal created a multi-step interview process for hiring a Counselor with Case Management Experience The Instructional Leadership Team includes one teacher from each grade cluster K-2, 3-5, and 6-8. Each teacher leader has an expertise in SpEd, Technology, Math, Early Literacy</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>Teachers meet every Tuesday morning in clusters (K-3, 4-5, 6-8) before school. Teachers prep periods are scheduled according to clusters to allow time for collaboration during the school day. Struggling students attend SES Afterschool for interventions Targeted groups of struggling students attend Intersession Intervention Week in the Fall, Winter, and Spring where they receive instruction according to their needs as identified by Scantron</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

The mission of Matthew Henson Elementary is to become a peaceful, positive, and productive school that facilitates rigorous learning opportunities for all students in all academic disciplines. We aim to provide a curriculum that prepares our students to develop the critical thinking skills that they need to be successful in high school, college and career.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide High Quality Tier 1 Reading instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.	Based on 2011 School Progress Report, approximately 59% of students are not keeping pace in Reading at the 3-8 grade level(s).
2	Provide High Quality Tier 1 Math instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.	Based on 2011 School Progress Report, approximately 59% of students are not keeping pace in Math at the 3-8 grade level(s).
3	Integrate Explore type questioning into quarterly Reading and Math unit plans (6th - 8th Grade) to increase student opportunity to prepare for the 8th Grade EOY Assessment.	With only 32% of our 8th graders at College Readiness in Reading and only 3.6% in Math, we must introduce and increase students opportunities for practice with Explore assessment items. Student performance on the Explore will impact their High School course programming.
4	Develop and Implement a year long intervention program for Early Literacy K- 3 targeting students identified through BOY DIBELS.	Only 70% of our students (K-2) were at Benchmark in DIBELS at the end of SY11. We did not implement a comprehensive intervention program until the 3rd quarter of this school year. Having scored a 2 on the SEF in Interventions we must improve our Early Literacy Intervention program across the school year.
5	Implement and Monitor Foundations and Champs positive and proactive school wide and classroom behavior management systems.	To maximize instructional time and build trusting relationships between adults and students as well as students and students.



Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide High Quality Tier 1 Reading instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.	Based on 2011 School Progress Report, approximately 59% of students are not keeping pace in Reading at the 3-8 grade level(s).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and Schedule NWEA specialist to facilitate trainings before BOY	Professional Development	Not Applicable	Administration	Summer 2012	Quarter 1	On-Track	
Provide training and collaboration time for teachers to develop Unit Plans with Performance Tasks aligned to the CCSS.	Instruction	All	Administration	Summer 2012	On-going	On-Track	
Analyze BOY NWEA, DIBELS, and TRC Data to guide teacher differentiated instructional practice	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Implement and Monitor Rtl for Literacy	Instruction	Other student group	ILT/Teacher Teams	On-going	Quarter 4		
Monitor the Progress Monitoring for Rtl Literacy	ILT/ Teacher Teams	All	Administration/ILT	Quarter 1	Quarter 4		
Create Literacy Resource room to house instructional supplies and intervention materials. (i.e. leveled readers)	Instructional Materials	Not Applicable	ILT/Teacher Teams	Quarter 1	Quarter 2		
Facilitate Family Literacy Night during First Quarter	Parental Involvement	All	Administration/ILT	Quarter 1	Quarter 1		
After School program to target the deficits of students performing below grade level. (3rd, 6th and 8th)	After School/ Extended Day	Other student group	ILT/Teacher Teams	Quarter 1	Quarter 4		
Saturday School program to target students meeting benchmark through enrichment activities to move them towards exceeds	After School/ Extended Day	Other student group	ILT/Teacher Teams	Quarter 1	Quarter 4		
Design and implement parent communication system requiring teachers to call all families monthly to communicate student progress to be submit to A.P.	Parental Involvement	All	Administration/ILT	Quarter 1	On-going		
Schedule and monitor Intervention Support of Resource teachers	Other	Not Applicable	Administration	On-going	On-going		

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
Provide High Quality Tier 1 Math instruction aligned to the Common Core State Standards and target underperforming students (identified through BOY NWEA) with research based interventions.	Based on 2011 School Progress Report, approximately 59% of students are not keeping pace in Math at the 3-8 grade level(s).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and Schedule NWEA specialist to facilitate trainings before BOY.	Professional Development	Not Applicable	Administration	Summer 2012	Quarter 1		
Provide training and collaboration time for teachers to develop Unit Plans with Performance Tasks aligned to the CCSS.	Instruction	All	Administration	Summer 2012	On-going		
Analyze BOY NWEA, DIBELS, and TRC Data to guide teacher differentiated instructional practice	ILT/ Teacher Teams	Other student group	ILT/Teacher Teams	Quarter 1	Quarter 1		
Implement and Monitor Rtl for Math	Instruction	Other student group	ILT/Teacher Teams	On-going	Quarter 4		
Monitor the Progress Monitoring for Rtl Math	ILT/ Teacher Teams	All	Administration/ILT	Quarter 1	Quarter 4		
Create Math Resource room to house instructional supplies and intervention materials. (supplemental math materials and manipulatives.)	Instructional Materials	Not Applicable	ILT/Teacher Teams	Quarter 1	Quarter 2		
Facilitate Math/Science Night during Second Quarter	Parental Involvement	All	ILT/Teacher Teams	Quarter 2	Quarter 2		
After School program to target the deficits of students performing below grade level. (3rd, 6th and 8th)	After School/ Extended Day	Other student group	ILT/Teacher Teams	Quarter 1	Quarter 4		
Saturday School program to target students meeting benchmark through enrichment activities to move them towards exceeds	After School/ Extended Day	Other student group	ILT/Teacher Teams	Quarter 1	Quarter 4		
Design and implement parent communication system requiring teachers to call all families monthly to communicate student progress to be submit to A.P.	Parental Involvement	All	Administration/ILT	Quarter 1	On-going		



Strategic Priority 2

Schedule and monitor Intervention Support of Resource teachers	Other	Not Applicable	Administration	On-going	On-going		
Grade clusters will present data and action plans for RTI and classroom goals	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Teams	On-going	On-going		
Purchase Computer Adaptive Math Intervention Program 3-8	Instructional Materials	Other student group	Administration	Quarter 1	Quarter 1		
Acknowledge Students who obtain Honor Roll Status by posting names on the Achievement Bulletin Board and inviting them to Quarterly Incentive Assembly/Activity	Other	Other student group	Administration/ILT	On-going	On-going		

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
Integrate Explore type questioning into quarterly Reading and Math unit plans (6th - 8th Grade) to increase student opportunity to prepare for the 8th Grade EOY Assessment.	With only 32% of our 8th graders at College Readiness in Reading and only 3.6% in Math, we must introduce and increase students opportunities for practice with Explore assessment items. Student performance on the Explore will impact their High School course programming.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and Schedule Explore specialist to facilitate trainings	Professional Development	Other student group	Explore Consultant/Administration	Summer 2012	Quarter 1		
Purchase Explore Practice Test Materials	Instructional Materials	Other student group	Counselor/ Upper Grades Teachers	Summer 2012	Quarter 1		
Schedule and Facilitate Explore Practice Testing	Instruction	Other student group	Counselor/ Upper Grades Teachers	Quarter 1	Quarter 4		
Monitor and Review Unit/Lesson Plans for Evidence of Explore Integration	Instruction	Other student group	Assistant Principal	Quarter 1	Quarter 4		
Host post conferences with 6-8 grade students reviewing current academic standings and goals	Other	Other student group	H.S. Readines Committee	On-going	On-going		
Facilitate 6-8 grade parent meeting to discuss H.S. readiness, grade cluster academic performance and goals during First Quarter	Parental Involvement	Other student group	H.S. Readines Committee	Quarter 1	Quarter 1		
Facilitate 8th grade parent meeting to discuss H.S. readiness, grade cluster academic performance and goals during First Quarter	Parental Involvement	Other student group	H.S. Readines Committee	Quarter 1	Quarter 1		



Strategic Priority 3



Strategic Priority 4							

