



2012-2014 Continuous Improvement Work Plan

Henry O Tanner Elementary School

Skyway Elementary Network

7350 S Evans Ave Chicago, IL 60619

ISBE ID: 150162990252479

School ID: 610279

Oracle ID: 26281



Mission Statement

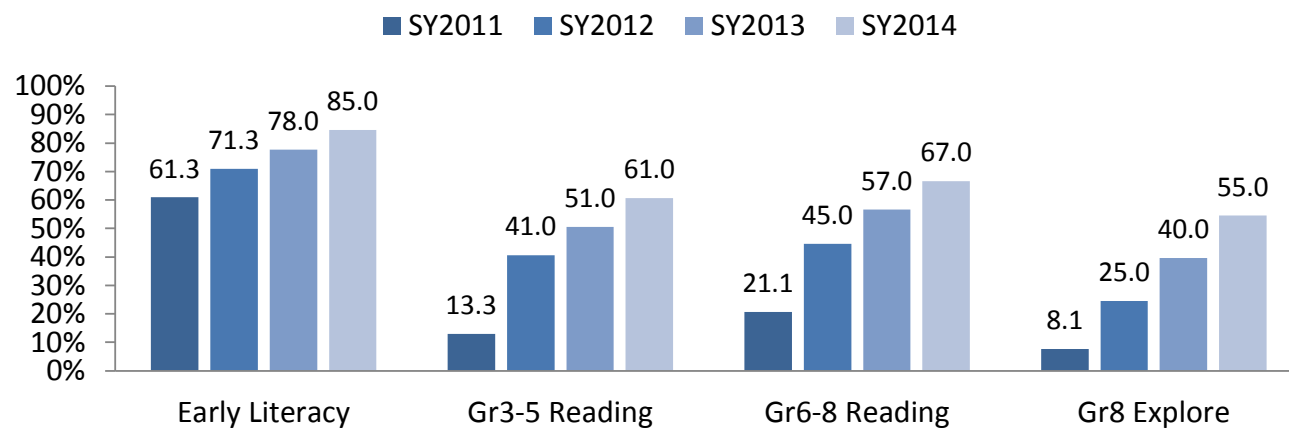
Henry O. Tanner Elementary School is a community of students, parents, and staff dedicated to the development of all stakeholders' desire to learn and achieve. With the implementation of a rigorous instructional program that fosters accountability, strong work ethic and values, character development, and a life-long passion for learning, students will develop a strong educational foundation. As a result of our collaborative efforts, all Tanner students will be prepared for college and career readiness.

Strategic Priorities

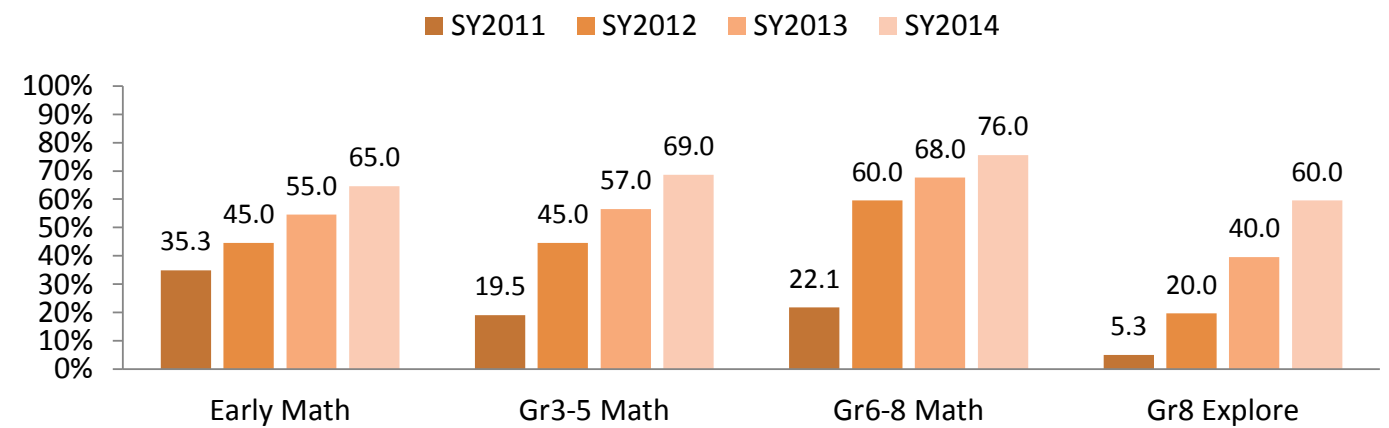
1. Teachers deliver Common Core aligned literacy instruction supported by high quality informational texts.
2. Teachers will be afforded opportunities for extensive collaboration and student intervention.
3. All stakeholders will be engaged in ongoing professional development opportunities that strengthen their professional and instructional capacity.

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:	Henry O Tanner 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
Kenndell L. Smith	Principal
Clyde King Jr.	Assistant Principal
Lauder Carter	Classroom Teacher
Yasmeen Muhammad-Leonard	Special Education Faculty
Tanya Holliday	Classroom Teacher
Melanie Hubbard	Classroom Teacher
Jacqueline Dillard	Classroom Teacher
Phillis Washington	LSC Member
Tracy Hicks	LSC Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	61.3	71.3	78.0	85.0			Early Math % of students at Benchmark on mClass	35.3	45.0	55.0	65.0
3rd - 5th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	13.3	41.0	51.0	61.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	19.5	45.0	57.0	69.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.6	75.0	85.0	95.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.3	75.0	85.0	95.0
6th - 8th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.1	45.0	57.0	67.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.1	60.0	68.0	76.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.4	63.0	70.0	76.0			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.6	70.0	77.0	84.0
8th Grade											
Explore - Reading % of students at college readiness benchmark	8.1	25.0	40.0	55.0			Explore - Math % of students at college readiness benchmark	5.3	20.0	40.0	60.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.8	93.5	95.0	96.0		Misconducts Rate of Misconducts (any) per 100	43.1	40.0	36.0	31.0

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	55.4	67.0	75.0	81.0		ISAT - Reading % of students exceeding state standards	4.6	11.0	20.0	32.0
ISAT - Mathematics % of students meeting or exceeding state standards	71.2	80.0	86.0	91.0		ISAT - Mathematics % of students exceeding state standards	6.9	15.0	27.0	39.0
ISAT - Science % of students meeting or exceeding state standards	46.2	54.0	60.0	66.0		ISAT - Science % of students exceeding state standards	0.0	5.0	9.0	15.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> All Tanner staff effectively utilizes data to drive instruction via weekly grade level meetings, student data conversations (test talks), bi-weekly ILT meetings, and individualized data binders. Administration establishes minimum growth targets for each classroom that demonstrates substantial student growth based on fall assessment data. Individual student data is analyzed on a regular basis to assist in the delivery of effective classroom instruction and targeted small group instruction. 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Ongoing professional development for all staff members based on individual needs. Parent literacy nights Bi-monthly newsletters Parent resource room Community partnerships Extended day and Saturday enrichment academy Male mentoring organization 	

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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 	<ul style="list-style-type: none"> • The ILT holds most of the leadership positions in the school, (i.e. CIWP, Grade level chairs, Extended Day Coordinators, Committee chairs, Union Rep, etc). However, additional staff have been afforded the opportunity to take on leadership roles in an effort to become more effective teacher leaders. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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	<ul style="list-style-type: none">• The ILT is comprised of teachers from various grade bands (primary, intermediate, middle school), special education and subject areas.• ILT members turn-key information on a consistent basis during grade level meetings.• ILT members attend monthly area professional development sessions and apprise staff of information during staff meetings.• ILT members review various assessments, identify trends, and make decisions to improve student achievement.	
Monitoring and adjusting ----->			4
<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.	<ul style="list-style-type: none">• Teachers and administration receive frequent data reports on the progress of students. This data is immediately reviewed or analyzed for implementation based on student needs.• Professional development is planned or designed based on data reports.• Targeted student groups are developed based on data analysis.• Teachers make adjustments based on student outcomes, (i.e. teaching strategies, lesson plan design, differentiated types of student interventions).	

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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
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.	<ul style="list-style-type: none">• Currently, Tanner grade bands plan instruction quarterly, based on student needs.• Most classroom libraries are limited to fictional text.• Tanner has begun implementation of the common core standards in math for grades K-5.• IEP goals are written to address state standards and will be updated to address common core.	
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).	<ul style="list-style-type: none">• All core instructional materials are aligned with Illinois State Standards.• Our K-5 Envision Math is aligned with both Illinois State Standards as well as CCSS.	
Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey . While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.			

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • K-8 teachers have data binders that contain summative, formative, diagnostic, and benchmark assessments as a way of tracking student performance. • Assessments currently utilized are aligned with the standards being addressed. • Students with disabilities assessments are modified to meet individual learning needs based on IEP goals. 	

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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. 		

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Students with disabilities are provided with pull-out and push-in services. Students are targeted for extended day and Saturday academy. Targeted student groups are based on data analysis. Small group instruction is implemented across curriculum. 	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development is based on staff needs and student outcomes. Evidence of professional development strategies are monitored through classroom observations, lesson plans, and student achievement. Teachers are encouraged to seek out relevant professional development opportunities, which are paid for by administration. 	

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DIMENSION 3: I

Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ----->			4
<ul style="list-style-type: none">Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.Ownership for student learning results lies primarily with individual teachers.Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.There are meeting agendas, but no clear protocols or norms for discussion.	<ul style="list-style-type: none">Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.Teacher teams share ownership for results in student learning.Teams are inclusive of general education, special education, bilingual teachers and other specialists.Teams are supported by an ILT member, team leader, or “expert”, as appropriate.Teachers have protocols or processes in place for team collaboration.	<ul style="list-style-type: none">The ILT is comprised of teachers from various grade bands (primary, intermediate, middle school) and subject areas.Teachers collaborate weekly at grade level meetings where student work is analyzed, student data is reviewed, curriculum suggestions are discussed and decisions are made to increase student achievement.All grade level teams include general and special education staff.Grade level teams submit weekly agendas and meeting reports, documenting evidence of information discussed.	
Instructional coaching ----->			2
<ul style="list-style-type: none">Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.Formal support for new teachers comes from district-sponsored induction.Professional development decisions are not systematized and left to teacher initiative/discretion.Teachers occasionally receive quality feedback to support individual growth.Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.	<ul style="list-style-type: none">Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.New teachers are provided with effective induction support.Teachers have individual professional development plans tailored to their needs.Teachers consistently receive quality feedback that supports their individual growth.Peer coaching and cross classroom visitation is also used as a form of coaching.	<ul style="list-style-type: none">Teacher feedback is mainly based on student data and walk-through results.Cross classrooms visitations are used as a method for coaching. However it is done sparingly.Supports for new teachers are based on individual needs as well as the district new teacher induction guidelines.	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	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 	Tanner school is consistently developing the professional capacity of all stakeholders to increase the culture of career and college ready. Teachers regularly conduct "Test Talks" with students to discuss goal-settings and benchmarks for standardized assessment. We are also having a "Career" day to introduce our students to various career and college options.	
	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. 	All activities and programs within the school are offered to all students. Students with disabilities participate in after school enrichment and athletic programs. Numerous staff members have developed mentoring relationships with many students at Tanner that continue after graduation.	
	Behavior& Safety ----->			4
	<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. 	Student discipline is fair and consistent throughout the school. Parent conference are regularly held prior to discipline being enforced. Restorative justice is also regularly implemented at Tanner	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	The principal explains the school report card at the annual family/community Literacy Night in November. Additionally, regular correspondence is sent home in each monthly newsletter which expectations are explained and various options for knowledge. The assistant principal actively recruits parents to sign up for parent portal. Teachers hold regular conferences with parents to ensure they understand various options.	
	Ongoing communication ----->			4
	<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. 	Teachers maintain daily call logs to document all parent interactions. Teachers are directed to contact parents after each absence. We consistently keep parents informed and ensure we are available to accommodate parent's requests for meetings.	
	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 a 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. 	We hold numerous family/community nights throughout the school year. We provide workshops and trainings for parents during the day and after school. We conduct a weekly health/fitness class on Fridays that parents and staff participate in. Parents are notified of all events through the monthly newsletter and flyers.	

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6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	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. 	The administration conducts regular home visits. Also we have partnered with several community agencies that support our families outside the the school day. Our school based related service providers provide consistent support to those student and families in need.	
	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. 	Tanner holds an Annual Career Day which allows students the opportunity to meet and ask questions from individuals from various backgrounds. We have begun the transistion to ensure students have additional access to career and college ready information through our instructional planning.	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Tanner holds an Annual Career Day which allows students the opportunity to meet and ask questions from individuals from various backgrounds. We have begun the transistion to ensure students have additional access to career and college ready information through our instructional planning.	
	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. 	We offer numerous extended day academic and enrichment programs Monday-Saturday daily. Our extended day enrollment is over 50% of the student population.	

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.**

DIMENSION

Typical School	Effective School	Evidence	Evaluation
College & Career Assessments ----->			3
<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>We are in the beginning process of unpacking CCSS standards and developing unit plans. We also have participated in the district wide CCSS assessment.</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 ----->			3
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Regular communication is sent home in the monthly newsletter, family nights, and report card pick-up. Promotional criteria is provided to all parents in benchmark grades. We hold a High School fair where the parents are also invited and the application process is discussed and completed.</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.**

DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
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. 	All spending is based on the needs of students. We have in place numerous incentive programs to build motivation for student achievement.	
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. 	Tanner actively seeks partnerships with our local universities. We have applied for counselor interns, and currently have a teaching intern in 3rd grade. We welcome student teacher candidates to complete their observation hours at Tanner. All teacher candidates complete mock lessons prior to being offered a position. In most cases these lessons are observed by various teacher leaders. Additionally teacher leaders have sat in on the interview process.	
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. 	Our current school schedule is based on the District's design and meets the required minutes for each subject. However, we do implement various strategies, (RTI, pull-out, push-in) to meet the needs of individual students. Teachers also assign students to work in various groups and on computer based programs to assist in individualized instruction.	

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

Henry O. Tanner Elementary School is a community of students, parents, and staff dedicated to the development of all stakeholders' desire to learn and achieve. With the implementation of a rigorous instructional program that fosters accountability, strong work ethic and values, character development, and a life-long passion for learning, students will develop a strong educational foundation. As a result of our collaborative efforts, all Tanner students will be prepared for college and career readiness.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned literacy instruction supported by high quality informational texts.	We have a need to implement a rigorous literacy curriculum as we have below 50% of our students at or above grade level.
2	Teachers will be afforded opportunities for extensive collaboration and student intervention.	Based on our school's data, our low-level learners have shown minimal growth. Also, teachers have limited opportunities to plan across grade levels to ensure vertical alignment.
3	All stakeholders will be engaged in ongoing professional development opportunities that strengthen their professional and instructional capacity.	We scored our school a 2 in instruction on the SEF. By improving our professional and instructional capacity, we will ensure all students are able to meet specific growth targets in reading and math.
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
Teachers deliver Common Core aligned literacy instruction supported by high quality informational texts.	We have a need to implement a rigorous literacy curriculum as we have below 50% of our students at or above grade level.

Action Plan

Monitoring

[illegible]



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
Teachers will be afforded opportunities for extensive collaboration and student intervention.	Based on our school's data, our low-level learners have shown minimal growth. Also, teachers have limited opportunities to plan across grade levels to ensure vertical alignment.

Action Plan

Monitoring

[illegible]



Strategic Priority 2							

Strategic Priority 3

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

Strategic Priority Description	Rationale
All stakeholders will be engaged in ongoing professional development opportunities that strengthen their professional and instructional capacity.	We scored our school a 2 in instruction on the SEF. By improving our professional and instructional capacity, we will ensure all students are able to meet specific growth targets in reading and math.

Action Plan

Monitoring

[illegible]



Strategic Priority 3							



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

[illegible]