CIWP

2012-2014 Continuous Improvement Work Plan

William A Hinton Elementary School

Englewood-Gresham Elementary Network

644 W 71st St Chicago, IL 60621

ISBE ID: 150162990252267

School ID: 610299

Oracle ID: 26371

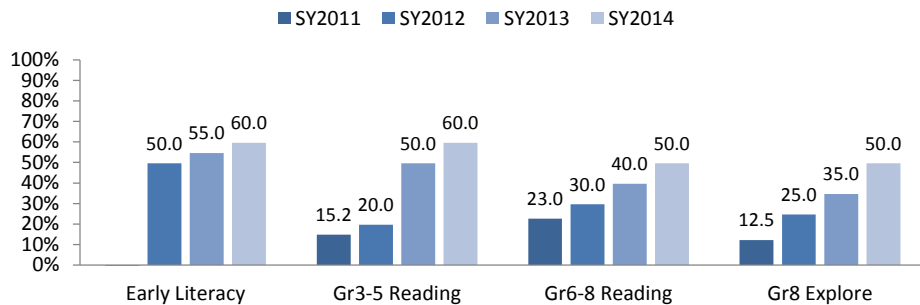CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To establish a culture of integrity that supports academic success to reach and teach the whole child creating a community of lifelong learners. The Hinton School will concentrate its efforts to achieve its mission through utilizing the common core standards, use data to drive instruction, devlop college and career ready students and use collaboration to foster team work. This will cultivate active, capable, independent and socially aware learners. A curriculum infused with social justice themes school wide will allow students to develop a voice utilizing literacy, writing, and technology.
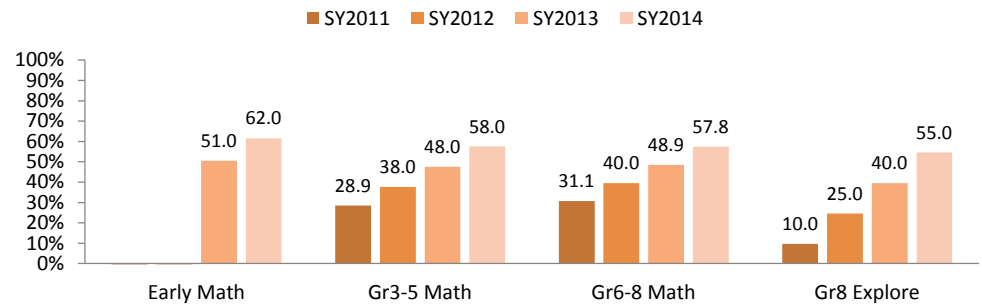
Strategic Priorities

1. Provide Reading and Math intervention for students who perform below grade level on beginning of year assessments. Utilze longer school day by adding intervention blocks to continue to increase student achievement

2. In order to increase science performance teachers will be required to implement guided reading utilizing leveled text. Teacher will also be expected to focus on reading strategies during science and social science instruction.

3. Continue to assess and strengthen best practices to increase teacher capacity.

4. Continue to have conversations and professional development to further develop understanding of Common Core Standards. Teachers will develop units of study to implement across grade levels. Provide additional professional development around REACH so teachers are fully aware of evaluation expectations

5. Continue to increase student attendance percentage

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy		50.0	55.0	60.0
Gr3-5 Reading		15.2	20.0	50.0 / 60.0
Gr6-8 Reading	23.0	30.0	40.0	50.0
Gr8 Explore	12.5	25.0	35.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math			51.0	62.0
Gr3-5 Math	28.9	38.0	48.0	58.0
Gr6-8 Math	31.1	40.0	48.9	57.8
Gr8 Explore	10.0	25.0	40.0	55.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	William A Hinton 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
Pamela Brunson-Allen	Principal
Caroline Cunningham	Assistant Principal
Constance Roberts	Classroom Teacher
Dornetta Walker	Classroom Teacher
Iliana El Khailani	Special Education Faculty
Vernetta Banks	Classroom Teacher
Cynthia Harris	LSC Member
Shannon Chapman	Community Member
Larry Buckley	Support Staff

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	50.0	55.0	60.0	**Early Math** % of students at Benchmark on mClass	NDA	NDA	51.0	62.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.2	20.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	28.9	38.0	48.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.6	55.0	60.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.7	65.0	70.0	75.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.0	30.0	40.0	50.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.1	40.0	48.9	57.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.2	50.0	55.0	60.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	40.2	50.0	60.0	70.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	12.5	25.0	35.0	50.0	**Explore - Math** % of students at college readiness benchmark	10.0	25.0	40.0	55.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.7	93.0	95.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	28.9	25.0	20.0	15.0

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	49.0	57.8	72.5	85.0		**ISAT - Reading** % of students exceeding state standards	3.8	10.0	16.2	22.4
ISAT - Mathematics % of students meeting or exceeding state standards	59.2	70.1	77.7	85.0		**ISAT - Mathematics** % of students exceeding state standards	9.2	15.0	20.8	26.6
ISAT - Science % of students meeting or exceeding state standards	42.2	53.0	65.0	72.5		**ISAT - Science** % of students exceeding state standards	0.0	10.0	15.0	20.0

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**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	All student data has been analyzed. Students that have not made any progress with interventions as measured by BAS STEP Scantron and ISAT have been staffed for special education services. Other students have been assessed utilzing the same data. After analyzing data it was determined that students in primary grades need additional reading support. The need schoolwide is comprehension and word work. Hinton has determined that to accomplish this grade 5 will be added to the departmentalized schedule for reading and math beginning fall 2012. Teachers in grades 5-6 will be required to be endorsed in the core subject area they will teach. Hinton has established a Theory of Action	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Surveys are conducted each school year in order to gauge the interests of our teachers. According to last years surveys and discussions, it was determined that moving forward for the 2011-2012 school year, we would focus on data analysis and team building. We have also included professional development on Common Core Standards and Curriculum analysis. Principal has directed teachers to conduct weekly team grade level meetings to unpack the common core standards. Agendas and sign in sheets are used to document the meetings. Principal initiated ongoing professional development on data analysis, common core unpacking, and curriculum analysis. Agendas and sign in sheets available. Principal conducted individual and small group sessions to review grade books, lesson plans, and curriculum pacing. Teachers selected to give peer support in the primary grades. Sign in sheets and agendas available.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Some of the same teachers take leadership roles. For next school year, new teachers were asked and accepted a leadership role. Teachers have taken grade level chair leadership roles to facilitate these meetings. Teachers have participated in improving the school culture. Teachers support one another and finally have a stake in the improvement of the school for all students. Following committees are functioning on a consistent basis: ILT team, PLC/grade level meetings, assembly committee, curriculum meetings. Sign in sheets and minutes are submitted to the principal at the completion of each meeting. Teachers are vocal at staff meetings concerning school culture and curriculum.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT meets regularly to complete tasks, analyze data and make instructional decions based on data. Team stilll needs to communicate information and findings in grade level meetings , plan and change instructional focus as needed. ILT has been reorganized with grade level chairs (K-2, 3-4, 5-6, 7-8, and Special Ed Chairs) Team is now dedicated and has focus.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	School utilizes forms to track data. Data is submitted at progress report and report card time. Principal analyzes data 8 or more times per year and then meets with teams of teachers to make necessary curriculum adjustments. Scantron progress, report card grades, Gradebook, Bas/Step data, and Teacher made assessments are monitored regularly. ILT team looks at data on a monthly basis to make necessary academic adjustments.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Pacing charts for reading and math for each grade level are in place. Pacing charts guide curriculum for each marking period to ensure necessary skills are being taught. School is in the process of planning for Full School Day which will entail developing units of study. Materials to enhance curriculum in literature, grammar, and writing have been secured. Teachers will receive professional development. Intervention programs using technology is in place for all grade levels. Grades 2-3 and 6-7 will receive targeted support. Intervention blocks will exist school wide beginning Fall 2012. Literature based reading program will be expanded. We have a fully functioning teacher resource room where teachers can check out instructional materials.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials have been assessed for last two years and necessary purchases have already been started. School will continue with a literature based literacy program. Staff will begin this summer developing units of study to be utilized in the fall. Social justice focused curriculum will be infused in units of study by way of character education. Instructional materials support differentiated learning needs of our students. Newly purchased instructional materials include multi-cultural themes.	

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	-->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Our school currently has common assessments utilized by most teachers that are paper and computer based. Teachers are required to assess weekly and make necessary curriculum changes based on results. Teachers have access to data results immediately. District provides some assessments also utilized by staff. Accommodations and modifications are made for special education students as needed. Teachers still struggle with keeping accurate and consistent assessments for administrative review.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Some teachers are still inconsistent with making student's aware of lesson focus. Some teachers do not consistently share data results with students. Teachers have improved by providing whole group, small group, and center instruction. Teachers are provided with pacing charts in reading and math to support instruction. Teachers use accommodations and modifications while instructing students with special needs.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Principal and assistant principal consistently reviews data but due to lack of staff, implementation is not always consistent. Two year data was anlayzed and a short list of students requiring special education services was completed this year. Some teachers still lack skills to rotate three guided reading groups daily to increase instructional rigor. Step and Bas assessments are given three times per year. They utilized to determine their guided reading and independent reading levels. Students are grouped according to guided reading level for small group instruction. Due to lack of funds, school still struggles to provide interventions on an ongoing basis. Principal and assistant principal monitors intervention progress and makes necessary adjustments. For 2012-13 school year intervention is a priority and a .5 intervention teacher will be provided. Grades 2-6 will receive targeted intervention. Reports are maintained to track student assessment progress and	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Current school year (2011-12) principal provided ongoing data analysis professional development. Data was consistently presented and teachers were required to analyze the data and make instructional decisions. After this analysis, it was determined that the school lacks comprehension and word work skills building wide. Teachers were provided with peer support to increase overall literacy practices. Principal analyzed Bas/Step walls to determine student progress. Teacher skills were refreshed on analyzing Scantron results. Sign in sheets and agendas are available.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers are scheduled to meet weekly because the teams were not focused in completing tasks. Agendas, dates and due dates were given by administration. Teams of inclusive of general education and special education students. Chairpersons have been appointed to lead meetings for all grades. So far principal has provided whole group data analysis sessions and provided templates for teachers to determine next steps. At these meetings teachers are put in same grade level teams and complete an action plan, an action plan is required at the end of each meeting. teachers still struggle with discussing social issues vs. student work and data analysis.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Principal meets with teachers in small groups to check Gradebooks, lesson plans, and data. Instructional coaching occurs between kindergarten and first grade teacher and between two sixth grade teachers. Our 7th grade teacher also receives instructional coaching Teach for America.	

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Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture	--->		**2**
• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Most teachers in upper grades discuss college careers and choices. They display college banners in hall. Teachers in lower grades need to reinforce the importance of college or a trade for all students. Career day is held annually for students in grades 3-8. This allows students to see adults actually in professions they might be interested in pursuing.Evidence found in lesson plans and number of participants for Career Day.	
Relationships	--->		**3**
• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Principal has obtained special education assistance for students who have difficulty accessing the curriculum. Some students even have individual aides. Most teachers and some ESP staff have been here 10+ years, so they know the parents, the children and older siblings. Any behavior issue is quickly alleviated by addressing the immediate need. Some students need counseling, special education services, etc. Students with disabilities attend lunch, classes, and prep with general education students. Principal has an open door policy to staff, parents and community to immediately addresses any concerns. Recently approved for additional program that provides social emotional supports	
Behavior& Safety	--->		**3**
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	At Hinton we have a pink slip discipline system where teachers or staff write down concerns to notify parents of student behavior and to request conferences. The same form can also be used to request administration support in discipline issues. We also incorporate PBIS approach to discipline. We communicate with parents consistently and hold parent conferences on a regular basis. All staff have been trained on PBIS and help create a safe and welcoming environment for students. Every effort is made to keep students in school. We have after school detention and in school suspension before a	

DIMENSION 4:Climate and Culture

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations* -->			**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	At LSC and PAC meetings, parents are informed and given information on all policies, current data on student performance and new and current additional programming at Hinton. Teachers are required to send home letters at the beginning of each school year informing parent on what is required to be successful in that particular class. CPS also sends letters to parents regarding school choice. Evidence in form of parent letters, teacher letters to parents, and progress reports.	
	Ongoing communication -->			**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	As teachers become more knowledgedable regarding supports for students they are making suggestiont to parents regarding improving their academic progress. We have a yearly Family literacy night where parents learn techniques to help students increase their academic performance. Head Start has monthly parent meetings to discuss the ways in which parents can help their children at home. Evidence in the form of parent meeting and workshop sign in sheets.	
	Bonding -->			**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Visitors have stated how welcoming and comfortable the school building feels when they enter. Families are informed of all events at the school and invited to participate in all activities Hinton has a yearly Career Day and Family Literacy Night. Hinton has 2 major award and 2 performandce assemblies per year. Parents are invited to attend. Monthly parent meetings are conducted in addition ot PAC and LSC meetings for parents to voice any concerns or make general suggestions. Principal has developed close working relationships with most LSC members.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Administration contacts agencies to provide any emotional/social support needed no matter if it's after school or during school. Students are referred to the social worker for necessary services. Staff members are sent to students' homes to obtain notes or to make contact if they are truant or absent more than three days. Evidence in form of participation and attendance logs.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	School holds an annual college and career day for grades 3-8. Students have opportunity to meet adults in specific professions that they may be interested in pursuing. Most teachers in upper grades discuss college careers and choices. Our upper cycle teachers display college banners in the hallways to create clooege interst. Teachers	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	School conducted an afterschool program designed for students in 8th grade to prepare students for high school and beyond. The program, We R Ready, consists of career exploration and academic requirements. Principal has encouraged math teacher to obtain alegebra coursework so we can begin pre-algebra course in fall of 2012. Evidence in form of afterschool attendance logs.	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School provides a wide range of extracurricular and academic programming to keep the students engaged to 5:30 pm. Programs consist of girls and boys mentoring, sports, tutoring, arts and crafts, cooking, sewing, social/emotional development, games. Evidence is	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

DIMENSIO	Typical School	Effective School	Evidence	Evaluation
	College & Career Assessments	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate annually in the EXPLORE test where career interests are surveyed. The students report narrows down possible career choices for the student and academic course work needed. Evidence in form of EXPLORE data report.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Head Start students visit with the Kindergarten room prior to the upcoming school year to allay any fears about attending the next grade. All classrooms spend some time during the last marking period introducing skills for the next grade level. Teachers consistently discuss what is required in the next grade.	

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**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Principal consistently seeks out and obtains free programs. Funds are spent as provided and as indicated by the SIPAAA. Funds are used to purchase intervention and supply materials. Dollars are spent on students to reward academic achievement, attendance, and behavior. Textbooks and consumables are purchased and students are provided with necessary supplies to be successful. Funds are allocated to pay for teacher professional developement as needed. Evidence in form of purchase orders and professioal development agendas and sign in sheets.	
	Building a Team -->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Staff is included in the interview process. Pre-determined questions are asked. Teachers are given an opportunity to decide if the candidate is a good fit and can meet the academic needs of the school. Persons are interviewed to fill designated vacancies and necessary skills needed are known. After data analysis, before the interview process, the candidate can be asked the appropriate questions to see if they can meet the needs of our students. Evidence in form of hiring committee comments on resumes.	
	Use of Time -->			**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	School spends excessive time creating a schedule that is designed to meet CPS required instructional minutes, intervention time, and student needs. Schedule allows a consistent time everyday for meaningful collaboration among grade level teams. Scheduling also includes 75 minutes of professional development time per week. Evidence in form of student schedules, ESP schedules, and teacher schedules.	

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

To establish a culture of integrity that supports academic success to reach and teach the whole child creating a community of lifelong learners. The Hinton School will concentrate its efforts to achieve its mission through utilizing the common core standards, use data to drive instruction, devlop college and career ready students and use collaboration to foster team work.   This will cultivate active, capable, independent and socially aware learners. A curriculum infused with social justice themes school wide will allow students to develop a voice utilizing literacy, writing, and technology.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide Reading and Math intervention for students who perform below grade level on beginning of year assessments. Utilze longer school day by adding intervention blocks to continue to increase student achievement	Based on STEP data and citywide assessments, students in the primary grades performing below grade level need additional academic support. This will alleviate the gap that continues to widen when students do not recevie necessary interventions in the primary grades. This strategy will increase the number of primary students meeting grade level expectations. This priority will also provide an immediate assessment for students new to Hinton. They can be placed in immediate interventions if needed. We scored a "2" on interventions and we feel that this an important priority. Students will receive targeted literacy and "guided" math interventions.
2	In order to increase science performance teachers will be required to implement guided reading utilizing leveled text. Teacher will also be expected to focus on reading strategies during science and social science instruction.	To increase science awareness and achievement at all grade levels.
3	Continue to assess and strengthen best practices to increase teacher capacity.	As observed, teachers need support in engaging our higher performing students. Teachers also need support in remediating students not performing at grade level. Based on STEP and BAS data, some students are not progressing as expected.
4	Continue to have conversations and professional development to further develop understanding of Common Core Standards. Teachers will develop units of study to implement across grade levels. Provide additional professional development around REACH so teachers are fully aware of evaluation expectations	District is mandating use of Common Core standards. Our goal is to develop a curriculum to meet the rigorous standards of Common Core.

5	Continue to increase student attendance percentage	Current attendance averages 94.5% . Our goal for the 2012-2013 school year is 95%.

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 Reading and Math intervention for students who perform below grade level on beginning of year assessments. Utilze longer school day by adding intervention blocks to continue to increase student achievement	Based on STEP data and citywide assessments, students in the primary grades performing below grade level need additional academic support. This will alleviate the gap that continues to widen when students do not recevie necessary interventions in the primary grades. This strategy will increase the number of primary students meeting grade level expectations. This priority will also provide an immediate assessment for students new to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for grade level teachers on intervention programs	Professional Development	Not Applicable	Intervention Teacher	Quarter 4	On-going		
Administer beginning of year assessments	Instruction	All	Teachers	Quarter 1	Quarter 1		
Analyze data and determine students needing intervention(Admin and teachers)	Instruction	All	Teachers	Quarter 1	On-going		
Implement interventions	Instruction	All	Teachers	Quarter 1	On-going		
Monitor progress and reassess at every 5th week for student growth	Instruction	Other student group	Teachers	Quarter 1	On-going		
Hire Intervention Teacher	Instruction	All	Principal	Summer 2012	Summer 2012		
Monitor lesson plans	Instruction	All	Principal/ILT Team	Quarter 1	On-going		
Monitor grade books	Instruction	All	Princiapl/ILT Team	Quarter 1	On-going		
Monitor assessments	Instruction	All	Princopal/ILT Team	Quarter 1	On-going		
Monitor student growth	Instruction	All	Principal/ILT Team	Quarter 1	On-going		
Provide after school reading program	After School/ Extended Day	Other student group	Principal	Quarter 1	On-going		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
In order to increase science performance teachers will be required to implement guided reading utilizing leveled text. Teacher will also be expected to focus on reading strategies during science and social science instruction.	To increase science awareness and achievement at all grade levels.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule daily science block that includes 1 day per week for science experiments	Other	Not Applicable	Assistant Principal	Quarter 4	Summer 2012		
Professional development on science curriculum(refresher)	Professional Development	Not Applicable	Teachers	Summer 2012	Quarter 1		
Teacher leaders will develop science pacing charts	Instructional Materials	Not Applicable	Teacher Leaders	Quarter 1	Quarter 1		
Pacing will be monitored at 5 week intervals for fidelty.	Other	All	Admin/Teachers	Quarter 1	On-going		
Re-teach science skills as needed	Instruction	All	Teachers	Quarter 1	On-going		
Monitor lesson plans	Instruction	All	Prinicpal/AP	Quarter 1	On-going		
Monitor grade books	Instruction	All	Principal/AP	Quarter 1	On-going		
Monitor assessments	Instruction	All	Principal/AP	Quarter 1	On-going		
Monnitor student growth	Instruction	All	Principal/AP	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Continue to assess and strengthen best practices to increase teacher capacity.	As observed, teachers need support in engaging our higher performing students. Teachers also need support in remediating students not performing at grade level. Based on STEP and BAS data, some students are not progressing as expected.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct teacher needs survey to determine levels and types of support needed	Other	Not Applicable	Assistant Principal	Quarter 1	Quarter 1		
Provide support to teachers underperforming based on observations	Professional Development	Not Applicable	Administration and Teachers	Quarter 1	On-going		
Continue peer supports	Professional Development	Not Applicable	Teachers	Quarter 1	On-going		
Continue to develop teacher leaders	Professional Development	Not Applicable	Administration and Teachers	Summer 2012	On-going		
Increase number of monthly observations	Other	Not Applicable	Administration	Quarter 1	On-going		
Continue small group teacher meetings with principal to discuss curriculum	Instruction	Not Applicable	Prinicpal	Quarter 1	On-going		
Participate in Network professional development	ILT/ Teacher Teams	Not Applicable	Principal	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Continue to have conversations and professional development to further develop understanding of Common Core Standards. Teachers will develop units of study to implement across grade levels. Provide additional professional development around REACH so teachers are fully aware of evaluation expectations	District is mandating use of Common Core standards. Our goal is to develop a curriculum to meet the rigorous standards of Common Core.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Select literacy and math lead teachers	ILT/ Teacher Teams	Not Applicable	Principal	Quarter 4	Quarter 4	Completed	
Grade Level Chairs selected	ILT/ Teacher Teams	Not Applicable	Principal	Quarter 4	Quarter 4	Completed	
Unpacking Common Core standards schedule completed	Other	Not Applicable	Assistant Principal	Summer 2012	Quarter 1		
Teacher unpacking standards at grade level meetings	Other	Not Applicable	Teachers	Quarter 1	Quarter 4		
Begin creating units of study	Instruction	Not Applicable	Teachers	Summer 2012	On-going		
Continue using Common Core standards in lesson plans	Other	Not Applicable	Teachers	Quarter 1	On-going		
Monitor lesson plans	Other	All	Admin	Quarter 1	On-going		
PD on REACH	Professional Development	Not Applicable	Admin	Quarter 1	Quarter 1		

Strategic Priority 4

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
Continue to increase student attendance percentage	Current attendance averages 94.5% . Our goal for the 2012-2013 school year is 95%.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review attendance procedures and policies with teachers	Professional Development	Not Applicable	Administration	Quarter 1	Quarter 1		
Train clerk on attendance procedures	Other	Not Applicable	Principal	Summer 2012	Quarter 1		
Monitor attendance daily	Other	All	Clerk and Teachers	Quarter 1	On-going		
Enter unexcused absence notes daily	Other	All	Clerk and Teachers	Quarter 1	On-going		
Call absent students daily	Other	All	Clerk and Teachers	Quarter 1	On-going		
Bi-Monthly notify teacher of number of classroom unexcused absences	Other	All	Clerk and Teachers	Quarter 1	On-going		
Continue attendance incentive programs	Other	All	Assistant Principal	Quarter 1	On-going		
Continue home visits to obtain notes	Other	All	ESP	Quarter 1	On-going		
Continue 5 and 10 notices		All	Clerk				
Seek support for parents to remove barriers preventing them from sending stufents to school	Other	All	Counselor	Quarter 1	On-going		

Strategic Priority 5