

Mission Statement

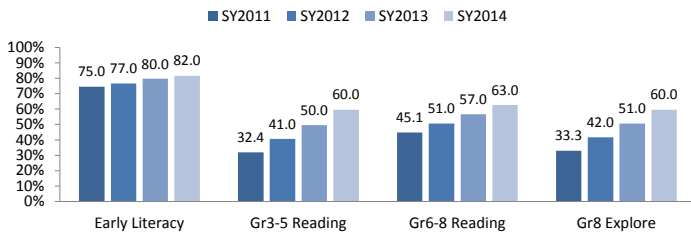
To accomplish our mission, José de Diego Community Academy commits to involve all school personnel, students, parents and members of the global community as partners in a continuous process of reading, mathematics and technological improvement. We will maintain an environment of excellence, responsibility and diversity which fosters intellectual, social and technological skills. We will accomplish this through professional development, structured learning experience and parental support. We must also attend affectively and effectively to the social, emotional and physical needs of each and every child.

Strategic Priorities

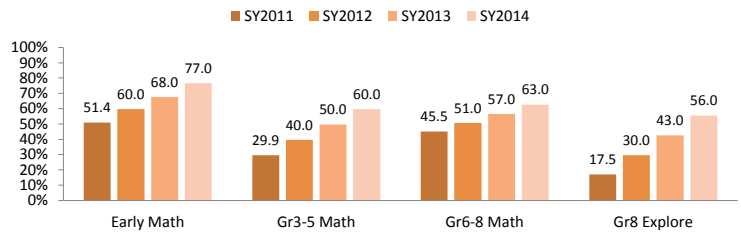
1. Increase the number of students in math and reading at or above grade level on interim assessments by 4 percentage points.
2. Increase the percent of students exceeding the grade level in reading and math by 4 percentage points.
3. Create a continuous improvement cycle focused on school climate.

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:	Jose De Diego Elementary Community Academy

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Alice Vera	Principal
Michelle Hernandez	Assistant Principal
Bill Chrobak-Prince	Classroom Teacher
Jamie Beres	Classroom Teacher
Diana Monarrez	Special Education Faculty
Jen Wolf	Classroom Teacher
Jacki Hogan	Classroom Teacher
Anna See	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	75.0	77.0	80.0	82.0	Early Math % of students at Benchmark on mClass	51.4	60.0	68.0	77.0
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.4	41.0	50.0	60.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.4	50.0	56.0	63.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.2	54.0	60.0	65.0	6th - 8th Grade				
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.1	51.0	57.0	63.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.1	54.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.3	55.0	60.0	65.0	8th Grade				
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	33.3	42.0	51.0	60.0					

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	95.0	96.0	97.0	98.0	Misconducts Rate of Misconducts (any) per 100	29.0	19.0	9.0	4.0

State Assessment

All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
% Meets & Exceeds					% Exceeds				
ISAT - Reading % of students meeting or exceeding state standards	70.4	80.4	90.4	99.4	ISAT - Reading % of students exceeding state standards	11.3	21.0	31.0	41.0
ISAT - Mathematics % of students meeting or exceeding state standards	73.3	83.3	93.3	99.3	ISAT - Mathematics % of students exceeding state standards	16.7	26.0	36.0	46.0
ISAT - Science % of students meeting or exceeding state standards	76.2	86.2	96.2	99.2	ISAT - Science % of students exceeding state standards	6.4	12.0	24.0	36.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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. 	Teachers meet in grade level teams to analyze interim assessments and set goals with students.	
	Principal Leadership ----->			2
	<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. 	Professional development is planned based on teacher input. Principal provides accurate information on school performance at LSC meetings, NCLB meetings, PTO meetings and at grade level meetings. Goals are posted and parents are encouraged to review goals with teachers and students.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>A core group of teachers perform leadership duties in school (ILT, RTI group) PLCs have stepped up, but we need to have teachers buy in to school improvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	The school's ILT is assembled based on a combination of knowledge and grade levels. We are still working on developing the ILT.	
Monitoring and adjusting			3
<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. 	Teachers analyze data at weekly grade level meetings and at the end of each interim assessment. They graph and plot their data and use it to group students and drive their instruction. This data is also used for RTI and interventions as well as enrichment activities.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>We are trying to implement the common core standards and will need to meet and plan to align standards to curriculum.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Materials are aligned in grade levels and across grade levels. The materials are aligned to the Illinois State Standards and instructional materials support the curriculum. We would like to investigate other instructional materials at this time.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>There is inconsistency in instruction, questioning, sequencing, pacing, teacher talk, student talk, formatively assessing students and grouping students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school is evolving in identifying students in academic need. We have created a RTI team and the team has met to review diagnostic assessments and school data. A procedure is in place and the team is currently meeting with teachers to analyze data regarding students in need. The team is giving interventions and monitoring the progress of students.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional developed has focused on district mandates and has changed based on the district rolling out new initiatives.</p>	

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DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Teachers meet weekly with administration (if administration is not present, not all grade levels are productive). Meeting topics are varied and can change weekly based on network mandates, district mandates.	
	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. 	Coaching is limited and only provided to teachers in need. New teachers are given a mentor in the school, but support is limited	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	College and career ready, while very important, was not our primary focus. We have begun the transition to college and career ready at every grade level.	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Our special needs students are given many opportunities to work with other students. Patterns of interaction between adults and students in very inconsistent in the school.	
Behavior & Safety ----->			1	
	<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. 	Discipline and positive behavior supports are handled differently by teachers and staff members in school.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides information on high schools, other schools and any information that is available to parents. Many teachers provide information to parents, but not all - we are very inconsistent in our process.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Communication with families and parents occurs on a daily/weekly basis. We are still inconsistent with all staff being on the same page.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	The school has a parent room and parents have weekly meetings in the school. The principal and assistant principal participate in meetings. Parents are invited to volunteer in classrooms and in the school. Parents are invited to student performances, field trips, exhibitions, literacy and math events, lemonade sales, other activities.	

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N 6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School provides social services to students/parents via art therapist, social worker, guidance counselor assistant, teachers, outside social service agencies.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The school is just beginning to focus on college and career ready.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school is just beginning to focus on college and career ready.		
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. 	The school provides both academic and extracurricular activities for students. The school addresses both students in need and those that need enrichment. We have a tech crew, band program, IMSA (math and science) enrichment program, student leadership group.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	We participate in explore.	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	We do not have students in 11th and 12th grade, but we do begin giving our 7th and 8th grade students information on high schools and colleges.	
Transitions ----->			2	
	<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. 	The school has a transition from pre-school to kindergarten and from 8th to 9th grade, but does not have anything in place for benchmark grades.	

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 ----->			2
	<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. 	Discretionary funds are aligned to student needs. School pursues partnerships with organizations to assist with student achievement.	
	Building a Team ----->			2
	<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. 	Hiring is conducted when there is a vacancy - interviews are conducted by a panel of administrators, teachers, but is usually done mid year or when a vacancy occurs.	
Use of Time ----->			2	
	<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. 	Schedule is based on minutes and personnel available to assist classrooms. Teacher collaboration time occurs during common planning time, but common planning time is varied and is monitored by administration or it does not occur. Intervention occurs at the discretion of teachers.	

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 accomplish our mission, José de Diego Community Academy commits to involve all school personnel, students, parents and members of the global community as partners in a continuous process of reading, mathematics and technological improvement. We will maintain an environment of excellence, responsibility and diversity which fosters intellectual, social and technological skills. We will accomplish this through professional development, structured learning experience and parental support. We must also attend affectively and effectively to the social, emotional and physical needs of each and every child.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the number of students in math and reading at or above grade level on interim assessments by 4 percentage points.	Reviewing our current data, students are not making the gains they should be making in reading and math.
2	Increase the percent of students exceeding the grade level in reading and math by 4 percentage points.	Reviewing our current data, students are not making the gains they should be making with regards to exceeding the standard in reading and math.
3	Create a continuous improvement cycle focused on school climate.	Reviewing our current data, our misconducts are high and our attendance can be improved.
4		
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the number of students in math and reading at or above grade level on interim assessments by 4 percentage points.	Reviewing our current data, students are not making the gains they should be making in reading and math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement Common Core Standards across grade levels	After School/ Extended Day	All	Principal	Summer 2012			Provide a bucket for teachers to meet together in teams to plan units for the year.
Reduce Class Size	Instruction	All	Principal	On-going			Eliminate multi-age groups in classrooms
Provide students with non-fiction leveled books	Instructional Materials	All	Assistant Principal	Quarter 1			Each classroom will receive a textbook bundle with leveled non-fiction books and current needs for textbooks/workbooks will be met
Provide software for RTI / Intervention	Equipment/ Technology	Other student group	Technology Coordinator	Quarter 1			Technology Coordinator will review instructional software and use data to purchase software for interventions
Provide professional development opportunities for teachers	Professional Development	All	Principal	On-going			Teachers will attend professional development sessions to implement common core
Provide afterschool programs for students	After School/ Extended Day	All	Assistant Principal	On-going			Provide afterschool programs for students in need of assistance
Provide summer school opportunities for students	After School/ Extended Day	Other student group	Assistant Principal	Summer 2012			Teachers will have the opportunity to work with students in need of assistance
Provide opportunities for teachers to visit other schools	Instruction		Principal	On-going			Substitutes will be provided for teachers to visit other schools and observe best practices
Provide common planning time for teachers	Professional Development	All	Assistant Principal	On-going			Prep teachers will give teacher five common planning periods to align curriculum
Provide intervention and enrichment opportunities for students	Staffing	Other student group	Principal	On-going			Prep teachers will provide intervention and/or enrichment opportunities for students
Update equipment to facilitate student achievement	Equipment/ Technology	All	Technology Coordinator	Summer 2012			Inventory and test current technology and update as needed
Monitor and upkeep equipment to assist with academic achievement	Equipment/ Technology	All	School Assistant	On-going			Technology Coordinator will train and work with school assistant to maintain and upkeep equipment
Enhance the early childhood program in the school to include parents in the program	Parental Involvement	Other student group	Assistant Principal	On-going			Provide pre-school and kindergarten with opportunities for parents to participate in school activities



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
Increase the percent of students exceeding the grade level in reading and math by 4 percentage points.	Reviewing our current data, students are not making the gains they should be making with regards to exceeding the standard in reading and math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement Common Core Standards across grade levels	After School/ Extended Day	All	Principal	Summer 2012			Provide a bucket for teachers to meet together in teams to plan units for the year.
Reduce Class Size	Instruction	All	Principal	On-going			Eliminate multi-age groups in classrooms
Provide students with non-fiction leveled books	Instructional Materials	All	Assistant Principal	Quarter 1			Each classroom will receive a textbook bundle with leveled non-fiction books and current needs for textbooks/workbooks will be met
Provide software for students to enrich instruction	Instructional Materials	Other student group	Technology Coordinator	Summer 2012			Technology coordinator will analyze data and review instructional software for classrooms
Provide professional development opportunities for teachers	Professional Development	All	Principal	On-going			Teachers will attend professional development sessions to implement common core
Provide supplies/manipulatives for students to work with in math and reading	Instructional Materials	All	Assistant Principal	On-going			Provide students with hands on supplies/manipulatives
Provide opportunities for teachers to visit other schools	Instruction	All	Principal	On-going			Substitutes will be provided for teachers to visit other schools and observe best practices
Provide common planning time for teachers	Professional Development	All	Assistant Principal	On-going			Prep teachers will give teacher five common planning periods to align curriculum
Provide intervention and enrichment opportunities for students	Staffing	Other student group	Principal	On-going			Prep teachers will provide intervention and/or enrichment opportunities for students
Update equipment to facilitate student achievement	Equipment/ Technology	All	Technology Coordinator	Summer 2012			Inventory and test current technology and update as needed
Monitor and upkeep equipment to assist with academic achievement	Equipment/ Technology	All	School Assistant	On-going			Technology Coordinator will train and work with school assistant to maintain and upkeep equipment
Provide a band program to enhance academic achievement	Other	Other student group	Principal	On-going			Provide students with the opportunity to participate in a band program



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
Create a continuous improvement cycle focused on school climate.	Reviewing our current data, our misconducts are high and our attendance can be improved.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement PBIS in school	ILT/ Teacher Teams	All	ILT	On-going			Create a positive and proactive school-wide and classroom behavior management process to maximize instructional time and build trusting relationships
Create an attendance plan to improve attendance	Other	Other student group	Guidance Counselor Assistant	On-going			Analyze attendance data and devise a plan with teachers to improve attendance
Provide social emotional support to students in need to enhance academic achievement	Other	Other student group	Art Therapist	On-going			Address the needs of students at risk to allow them to focus on academic achievement in school
Implement social emotional standards and character education in curriculum	Professional Development	All	Art Therapist	On-going			Provide professional development to teachers/staff to integrate social emotional learning standards into curriculum
Provide a safe, secure environment for students	Other	All	Security	On-going			Provide an environment that is safe, secure and risk free
Provide assistance to parents, staff, community	Parental Involvement	Not Applicable	Assistant Principal	On-going			Office staff (clerks) will work with parents, staff and monitor students during recess



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps