



2012-2014 Continuous Improvement Work Plan

Claremont Academy Elementary School

Midway Elementary Network

2300 W 64th St Chicago, IL 60636

ISBE ID: 150162990252936

School ID: 610347

Oracle ID: 31301



Mission Statement

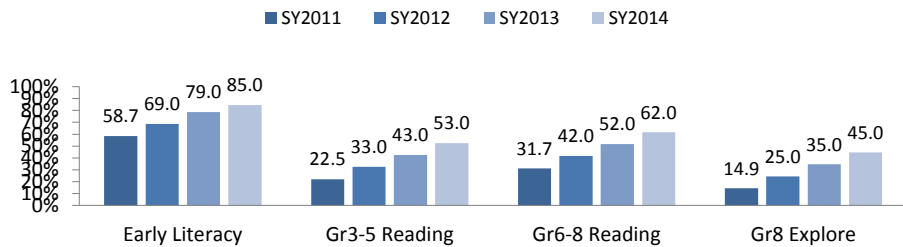
Claremont Academy will implement a program that: equips students with knowledge, skills and concepts in Literacy, Math, Technology, the Sciences and the Arts nurtures individual interests and talents; inspires and cultivates intellectual curiosity; develops integrity and personal responsibility; encourages a global and technological perspective; embraces diversity; and fosters the social, emotional, and physical well-being of each person.

Strategic Priorities

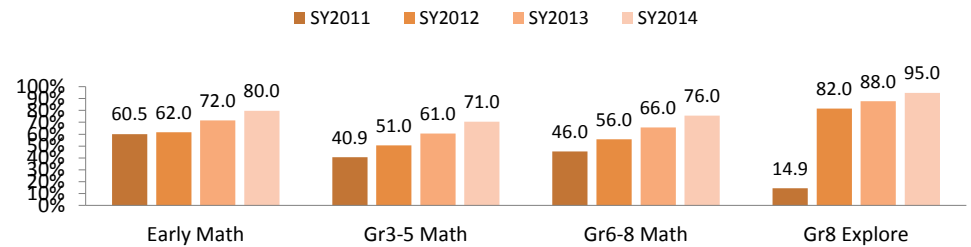
1. Establish a rigorous curriculum for ELA and Math with an emphasis on unit plans with performance assessments and college and career readiness.
2. Create an environment where all students maximize learning every day by actively involving all stakeholders including but not limited to parents and community members.
3. Teachers will effectively utilize technology to develop the best 21st Century practices and student preparedness for their global world.

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:	Claremont Academy 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
Rebecca Stinson	Principal
Mary Beth Padezanin	Assistant Principal
Denise Duplessis	Assistant Principal
Sharon Griffin	Lead/ Resource Teacher
Anna Johnson	Lead/ Resource Teacher
Dianne McMillen	Special Education Faculty
Sonia Butler-Jones	LSC Member
Denise Julian	Lead/ Resource Teacher
Kelli Fortenberry	Classroom Teacher
Lakeisha Poole	Parent/ Guardian
Keisha Webster	Classroom Teacher
Kimberly Buckles	Counselor/Case Manager



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	58.7	69.0	79.0	85.0		Early Math % of students at Benchmark on mClass	60.5	62.0	72.0	80.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.5	33.0	43.0	53.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	40.9	51.0	61.0	71.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.3	63.0	73.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.9	77.0	84.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.7	42.0	52.0	62.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.0	56.0	66.0	76.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.0	71.0	80.0	86.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	72.5	82.0	88.0	95.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	14.9	25.0	35.0	45.0		Explore - Math % of students at college readiness benchmark	14.9	82.0	88.0	95.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.5	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	64.2	54.0	44.0	34.0

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	64.0	74.0	80.0	85.0		ISAT - Reading % of students exceeding state standards	8.1	18.0	28.0	38.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.4	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	12.1	22.0	32.0	42.0
ISAT - Science % of students meeting or exceeding state standards	71.3	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	2.1	12.0	22.0	32.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We have set clear, measurable goals for every student based on data and local criteria. Our first priority is to maintain a level three as to move off probation. Our scores continue to move in an upward trend but have not reached AYP. Our Theory of Action is clear and covers closing the achievement gap for small groups, grade levels and the school as a whole with clear strategic levels. All staff members are aware of our goals.</p> <p>A plan is in place for our students with Special Needs. This plan is not always clear or shared by the staff members.</p> <p>Clear college and career readiness goals are not established.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal creates professional learning plan based on school-wide goals. This plan incorporates whole-staff, team and grade level meetings, coaching and individual teachers. The Professional Learning plan is differentiated based on the needs and goals of the staff members.</p> <p>Principal works closely with every staff member for professional goal-setting, classroom instructional and achievement goals, instructional planning and monitoring instruction and learning.</p> <p>Principal provides information to families and hosts numerous workshops on helping parents to help their children, financial planning, nutrition and well-being. Frequent family events and curriculum nights are hosted.</p> <p>Principal has established a clear mission for the school. Career and college readiness planning is beginning.</p>	

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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>Instructional Leadership Team consists of Teacher Leaders--Science, Technology and Math Lead Teachers and the counselor. Limited involvement from classroom teachers.</p> <p>Teachers are encouraged to participate on SIPAAA/CWIP team, Rtl, Full school day planning team, LSC and serve as union delegate.</p> <p>Teachers all have a voice and option in planning, scheduling and goal-setting. This participation is through active team/committee members or through surveys.</p> <p>Teachers are encouraged to share best-practices or disseminate information from professional development during gradelevel or staff meetings. Teachers also host parent workshops and conduct home visits to build home school connections. Teachers take leadership roles through Grant writing. These grants support their curriculums and provide unique opportunities for teacher growth and student experiences.</p> <p>Every teacher is encouraged to participate in Professional Development, observing peer classroom instruction, or other school visits.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Claremont's ILT consists of content specialist/lead teachers of Math, Science and Technology, Special education/case manager, Counselor, Assistant Principals and Principal.</p> <p>The team continually revisits the school-wide goals and Theory of Action Plan. The ILT plans grade level meetings for their discipline. School-wide data (Scantron, DIBELS, MClass, CCA, and local assessments) is reviewed and plans for dissemination and follow-up work plans are made. Grade level meetings and PD planning is planned by the ILT.</p> <p>Most decision-making is done by the ILT.</p> <p>ILT completes weekly goals for accountability and monitoring by the principal. The ILT does not meet as frequently as it should due to the fact that all members are teaching classes this year causing scheduling conflicts.</p>	
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. 	<p>The school continually uses data to drive instruction and planning. Primary teachers use DIBELS, TRC and Progress Monitoring as well as local assessments for grouping and monitoring. The use of Scantron and other benchmark assessments are used school-wide for monitoring and planning of instruction and differentiation in the classroom. Teachers and the ILT continually adjust instructional practices and strategies to reflect current data.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Curriculum planning and pacing is done at monthly grade level meetings in the content areas with the specialists. Pacing in Math is checked regularly and matches state and Common Core standards to ensure all content is taught. Math instruction includes texts and real-world problem solving. Writing in math is a key component. In Science, quarterly scopes are covered. Science curriculum involves hands on experiments and texts are grade-level appropriate. All science components are linked to writing and reading. The Reading curriculum is balanced between fiction and nonfiction texts. Monthly meetings align units of study across the grade level. Short and long term pacing and planning are aligned to state and CC standards. All texts are grade appropriate. Writing is integrated into the curriculum. In all subjects modifications for SWDs is completed and materials and standards are at grade level.</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>All instructional materials are at grade level and are aligned with state and CC standards. Materials used are the same at each grade level. Materials for SWDs are the same for the general ed population but used with modifications. There is a variety of supplemental materials to support and modify the curriculum.</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 ----->			3
<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>Data is available and assessible to all teachers. This data includes ISAT, Scantron, DIBELS and local assessments. Teachers use this data to drive their instructional planning. Classroom assessments include student work, constructed response, writing, and mastery of content. Teachers are working toward creating performance tasks that are directly related to the CCSS but are currently based on state standards. Frequent local assessments are compared to schoolwide assessments to gauge progress. Screening and diagnostic testing is limited in the classroom however, various assessments are used frequently to monitor progress. Special Ed teachers create modified assessments for their students. More work needs to be done with assessment modifications for SWDs in general ed classrooms.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>2</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Objectives are aligned to standards however the learning objectives or lesson objectives are not consistently communicated to the students. Questioning is more aligned with basic student understanding and comprehension. Some higher order thinking and problem solving is evident but not the norm. However, this is becoming more evident through extended responses, professional development and use of the CCSS. Instruction is delivered both whole group and in small group. Differentiation is evident in small group instruction. Assessment is used often to monitor progress.</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>There is an RTI plan in place with a coordinator. Intervention plans are developed however they are not always implemented to their fullest potential in the classrooms. Further development of intervention strategies and individualized instruction is needed to support students. Teachers will utilize plans once they are fully developed. Students are regularly monitored for academic progress. We need to incorporate RTI interventions for Tier 1 and Tier 2 students in the general ed classrooms.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>There is a year-long professional development plan in place. These sessions focus on school wide goals but are developed by content areas. Most PDs are relevant to content, standards and curriculum development and are differentiated based on teacher needs. Staff are frequently sent to various PD outside of the building. Information gained at these sessions are shared with the entire staff during whole staff PD. Often, whole staff PD is based on CPS/Network priorities.</p>	

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DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet formally once a month in grade level teaching teams in Reading, Math and Science. There is a clear objective to these meetings. Meetings include planning, assessment review, review of student work, differentiated instructional planning, standards reviews, student growth and achievement, and pacing. Informally, teachers meet with grade level to plan common lessons. Special Education teachers are part of these meetings for cohesion. These meetings are lead by the content specialists, Principal and Assistant Principal. Grade level teachers have common prep time every day. There is a need to continue having a Math, Science and Technology specialist as well as a position for a Lead Literacy teacher. Low incident Special Education teachers meet regularly for planning and meeting IEP goals.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Lead Teachers and administration work with individual teachers to set goals and teachers are consistently monitored and observed as to how they are meeting their instructional goals. Teachers visit and observe other classrooms to see best practices in instruction and classroom management. Teachers also visit other schools to observe. Goal-setting and coaching is separate from the formal grade level meetings so differentiation and individualization can occur. New teachers are supported by the ILT team or formally through TFA or other new teacher programs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>High expectations are a constant at the school. Teachers are in the beginning stages of implementing the CCSS college and career standards. Greater focus for these standards are seen in the middle school grades. Currently we are beginning a plan for highschool and college readiness through school visits and research. Increased rigor and thinking skills are being implemented in instruction at the middle school level. A greater awareness is needed schoolwide.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Every student has the opportunity to form relationships with the adults in the school community. Outside of the classrooms this comes in the form of after school programming. Mentoring programs for the middle school students are in place and high-functioning. This includes personal mentoring, monitoring achievement, exposure to various careers and colleges, tutoring and community service. There are few formal programs for the primary and intermediate grades. The ILT team has selected a minimum of two eighth grade students at risk to personally mentor. All SWDs are encouraged to participate in after school programming and are integrated into classes and programs with the general ed population.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>A school wide discipline plan is in place but not consistently implemented. The school is considered a safe place for students however, much of the violence of the neighborhood is carried into the school. Clear behavior interventions need to be followed. Personal plans are made for students with continual problems. Students have Student discipline infractions remain high. Programs for Safety to School, Gang Prevention, and Drug and Sex Safty are integrated into the curriculum. Students with positive behavior are recognized</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal and teachers provide information to families on school wide expectations and planning. Teachers provide information on classroom expectations, classroom curriculum and how students can be successful. There are school wide newsletters, calendars and events. The PAC is well-established and hosts parent trips and workshops. However, there is little parent participation in meetings and discussions. Attendance expectations are provided. Phone calls and home visits occur to reinforce these expectations. Our large homeless population often struggles to meet our expectations due to transiency. Our liaisons work diligently with parents and staff to help meet their needs.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	There is constant communication with the homes either via newsletters or phone calls. These communications include student achievement and expectations in the classroom. Teachers host open house and classroom and grade level workshops. These workshops focus on how parents can help their child at home and how teachers and parents can work together for student success. These are poorly attended.	
Bonding ----->			2	
	<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. 	We offer an open, inviting and friendly atmosphere. Parents are encouraged to come into the school, volunteer and meet with staff members. There are many opportunities for parents to participate in activities such as Family Night, Open Houses, assemblies and parent workshops. Our PAC has established monthly parent trainings and workshops that include managing stress, budgeting, and helping their student achieve. These are coupled with parent trips to various Chicago activities to reinforce helping families have activities outside of the school to support student achievement. We continue to have low parent attendance at these various activities.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We support our families in many ways. Our homeless liaison frequently reaches out to help find supports for these families in crisis. Additional counseling through outside agencies in grief counseling, family counseling and student supports. Our attendance coordinator does frequent home visits to check on student well-being. We have medical vans and hospitals visit the school to provide</p>	
	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. 	<p>Middle grade students have exposure to careers and colleges through various after school programs. Primary and intermediate students have some career exposure through their curriculum.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>College and career readiness is a focus of primarily the middle school students. Information and exposure is offered but not extensively. Our focus is on choosing good high schools that can lead to greater post high school opportunities either through careers or college. Eighth grade students are encouraged to attend an algebra class. Eighth grade students have intensive focus on Explore testing, visiting various high schools and applications.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Every student has the opportunity to participate in afterschool programming. These programs include sports, the arts, technology, and mentoring. All after school programs have a built in homework assistance and remediation component. Remediation is done in the</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students have limited preparation for career and college readiness. Students in the middle school have exposure to college and career options through afterschool and special classroom projects.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>NA</p>	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>We have a Headstart program that provides students with necessary fundamental skills to transition into Kindergarten. A full day Kindergarten program increases growth in necessary skills. Benchmark grade students are provided with afterschool programs to assist students to make adequate progress. Eighth grade students have intense highschool readiness programs that prepare them for the Explore placement exam, choosing and visiting various high schools, both public and private, and completing applications.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary funds are distributed based on the school's needs and vision. These are closely aligned with our priority goals and are used for student achievement. Weekly budget meetings provide monitoring of funds. The school actively seeks additional forms of funding and partnerships to assist in meeting student achievement goals. Discretionary funding is used for supplemental materials and equipment, personnel, and providing student opportunities for academic and social and emotional growth.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	School teams are intentionally designed. Hiring occurs when there is a subject, grade level or necessary personnel shortage. The leadership team actively searches for the best candidate through job fairs and alternative certification programs. Claremont has a close tie with local universities. These partnerships provide teacher candidates that are in the beginning stages (observations) through student teaching. Qualified candidates through any means are interviewed by the administration and grade level team leaders.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	The school schedules are designed based on the number of minutes designed per guidelines. However, all students receive a longer literacy block. Teams have been established at grades 3-6 for block scheduling and maximizing content integration. Students in grades 7-8 have equal time for all content areas. Cross content integration is often used in Social Science and Literacy and Science and Literacy. Literacy skills are taught in every content area. Struggling students receive additional instructional time in the extended day programs.	

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

Claremont Academy will implement a program that: equips students with knowledge, skills and concepts in Literacy, Math, Technology, the Sciences and the Arts nurtures individual interests and talents; inspires and cultivates intellectual curiosity; develops integrity and personal responsibility; encourages a global and technological perspective; embraces diversity; and fosters the social, emotional, and physical well-being of each person.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish a rigorous curriculum for ELA and Math with an emphasis on unit plans with performance assessments and college and career readiness.	Instruction is the cornerstone for learning and by using data from NWEA, ISAT, and creating performance tasks before teaching begins, we will ensure quality instruction where students are required to think critically and problem solve.
2	Create an environment where all students maximize learning every day by actively involving all stakeholders including but not limited to parents and community members.	With a high rate of misconducts, students out of medical compliance, and homeless population we will increase parent involvement and improve our community outreach programs to maximize learning every day.
3	Teachers will effectively utilize technology to develop the best 21st Century practices and student preparedness for their global world.	Students at Claremont have limited access to technology outside of the school and view these devices as useful for games. We will ensure students are college and career ready by engaging students in technology that supports instruction, prompting deep and meaningful discussions.
4		
5		



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3

