

2012-2014

Continuous Improvement Work Plan

Mission Statement

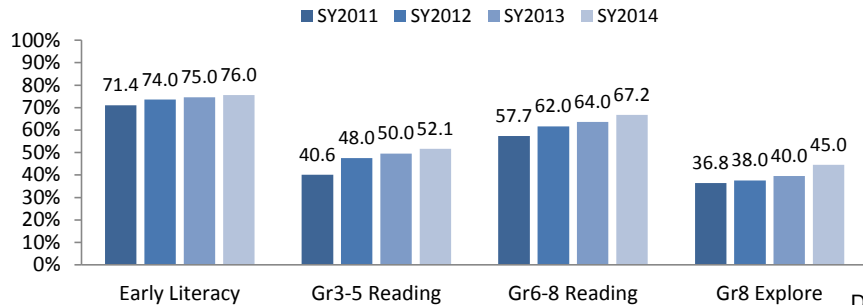
Our mission at Jane Addams is to provide quality instructional programs that prepare our students for college and beyond. Through the use of technology in reading, writing, mathematics, and all academic areas we will ensure that all students not only meet or exceed national standards are prepared for future global challenges. We will achieve these goals through collaborative efforts among parents, community members and school personnel. Students will have a world-class education leading them to a brighter tomorrow.

Strategic Priorities

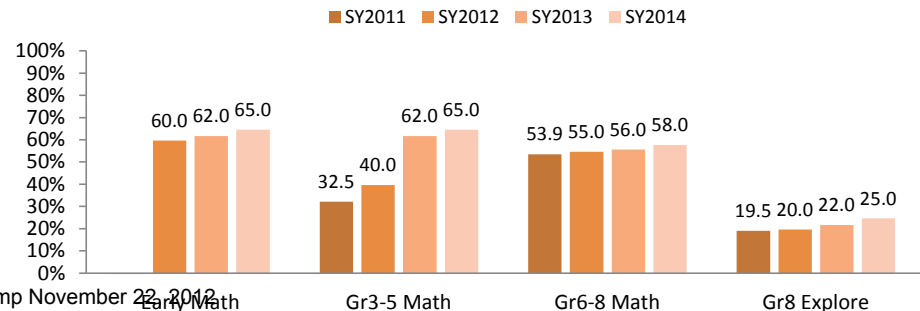
1. Improve schoolwide reading comprehension through the use of HOTS strategies before, during and after reading.
2. Empower our ILT members to be more effective communicators and meet more frequently.
3. Provide PD on the CPS Framework for Learning to increase classroom teacher performance.
4. Increase staff and student health and wellness initiatives on nutrition and fitness.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



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:

Jane Addams 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
Noemi L. Esquivel	Principal
Ruth E. Martini	Assistant Principal
Daniel Alvarez	Classroom Teacher
Kelly Campbell	Lead/ Resource Teacher
Dina Cintron	ELL Teacher
Maria Garcia	Parent/ Guardian
Tiffany Procissi	Classroom Teacher
Carrie Roman	Classroom Teacher
Lucia Soto	Special Education Faculty
Bryan Utesch	Classroom Teacher
Sarah Watson	Special Education Faculty
Teresa Zuniga	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	71.4	74.0	75.0	76.0		Early Math % of students at Benchmark on mClass	NDA	60.0	62.0	65.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.6	48.0	50.0	52.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.5	40.0	62.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.7	45.0	50.0	52.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.6	64.0	43.0	46.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	57.7	62.0	64.0	67.2		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.9	55.0	56.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.8	60.0	65.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	77.4	55.0	56.0	57.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	36.8	38.0	40.0	45.0		Explore - Math % of students at college readiness benchmark	19.5	20.0	22.0	25.0

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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	96.0	95.0	96.0	96.5					
					Misconducts Rate of Misconducts (any) per 100	5.0	5.0	6.0	6.5

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	74.8	75.1	77.0	79.0		ISAT - Reading % of students exceeding state standards	15.9	16.0	16.5	17.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.6	84.0	85.1	86.0		ISAT - Mathematics % of students exceeding state standards	19.3	19.7	20.0	21.0
ISAT - Science % of students meeting or exceeding state standards	77.4	78.0	79.1	79.7		ISAT - Science % of students exceeding state standards	10.2	10.5	11.0	12.0

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. 	Classrooms have incorporated interactive data walls that allow the students to monitor and assess their own progress. In our Theory of Action Plan we have addressed the implementation of Charlotte Danielson's Framework, CCSS and an increase in the use of technology in order to narrow the achievement gap and prepare our students for college and career readiness.	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>3/7 PD have been aimed at Charlotte Danielson's Framework. A school wide 3% growth on NWEA in all areas have been established to ensure student achievement. 80% of teachers are currently furthering their education. Principal uses data to inform the needs for instruction for professional development. Principal creates opportunities to empower parents and families through the use of family nights for Science & History Fair, Young Author Parent Workshop, Literacy Fair, etc.</p> <p>On-going modifications of PD topics aligned with changes in data and teacher needs which drives instruction in order to empower teachers in district wide goals. For example, the original April PD was aimed at Long Range Planning, as a result of a change in area focus (TIA) we have now changed the April PD to target the instructional area of comprehension based on winter NWEA data.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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>In our school, 90% of teachers are actively involved in leadership roles in one or more areas, such as, ILT, LSC, Grade Level Committee Chairperson, etc. Teacher accountability is demonstrated through the use of grade level committee reports submitted indicating changes regarding needs to improve instruction.</p> <p>Teachers share and present during PD days effective practices learned from classroom peer visits, continuing education through graduate coursework in current best practices, outside CCSS professional development workshops, from the ILT, Interactive Blog Wall and sharing of professional websites and professional articles and research.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT was established with teacher representatives from all stakeholders in order to ensure that all areas have a voice and representation.</p> <p>We have become aware that ancillary staff and paraprofessionals have not been included in communications regarding instructional strategies and practices. Ancillary staff and paraprofessionals will be informed, invited and encouraged to participate by ILT members. To move forward, schedules will be posted with the location, date and time of meetings so that all stakeholders will be informed.</p> <p>The ILT quarterly data analysis of formative assessments (namely NWEA, DIBELS, curriculum based assessments) are used to make adjustments based on instructional needs.</p>	
Monitoring and adjusting			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>As a school NWEA data was posted and analyzed to develop a school wide focus - comprehension</p> <p>We determined that in order to increase achievement in Reading, teacher teams will develop quarterly CCSS units to increase rigor. At the grade level teacher teams identified weaknesses in teacher practices and students needs.</p> <p>Individual teachers used data to determined specific classroom strategies to increase reading comprehension.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Although each teacher has a scope and sequence in their own classroom, there is not a grade-level scope and sequence that maps out what CCSS standards should be taught and in what order the core subjects should be taught. A curriculum map is in the process of being developed in order to attain both vertical and horizontal alignment.</p> <p>In order to increase content knowledge and skills for ELL's and students with learning disabilities team teaching models will be implemented.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Although all of our teachers are becoming trained in the CCSS standards, a committee has been formed to meet monthly, so as to deepen the understanding of unpacking and clustering the CCSS Standards.</p> <p>Use of informational texts are provided for all grade levels. The teachers continue to meet and learn how to unpack and cluster the CCSS as they pertain to informational texts.</p> <p>Instructional materials are needed to support SpEd and ELL students.</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>NWEA, DIBELS, and classroom diagnostic data are available immediately to inform grouping, differentiation, and changes needed in instruction. Further modifications take place based on the reading and mathematics components that the NWEA DeCartes program offers, so as to individualize instruction in areas of individual dificits. Common assessments are currently being created to align with CCSS Standards.</p> <p>Each grade level or course team uses a comprehensive set of assessments -(screening, diagnostic, benchmark, and summative), to monitor student learning on a frequent, ongoing basis. Qualitative assessments will be replacing quantative assessments in order to allow students to demonstrate understanding and knowledge of skills in practical settings. Students will use oral responses rather than written as a modification to demonstrate the true ability of the student.</p> <p>Students who are ELL will be encouraged to give oral and written responses in their native language as needed.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers post the standards-based learning objective in classrooms.. Teachers relate objectives' relevance to real world experiences. Currently 30% of our teachers utilize the essential question daily in their classrooms. As we continue to unpack the CCSS Standards, create assessments and units the essential question will be utilized by 100% of our teachers.</p> <p>Teachers are conducting peer observations to gather evidence and the use of HOTS (questioning) strategies.</p> <p>The prior school year's PD focus was on differentiated instruction, which teachers have used for student learning and to meet student's zone of proximal development. This ensures that all students with disabilities and ELL's are engaged meaningfully in complex tasks to build depth, understanding and mastery of standards.</p> <p>All teachers regularly use formative assessments for ongoing monitoring of student progress. Team teaching with SpEd. and ELL needs to be incorporated to better meet the needs of students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>During the 1st quarter the teachers identify students in need by the use of the following assessments - NWEA, DIBELS, ISAT, Summer School Assessment, ACCESS, and teacher observation. The diagnostics that are used to identify the weakness of a student are easyCBM, NWEA, and Compass Learning which are all aligned to CCSS. Push-in support, pull-out, SES, before and after school programs, iPADS, and differentiated instruction are used. Interventions are closely monitored by the ILT team and the grade level teams. However, progress monitoring must take place bi-weekly across the grade levels more consistently. Implementation of bi-weekly reports will be used to monitor this assessment.</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>On-going modifications of PD topics aligned with changes in data and teacher needs drives instruction in order to empower teachers in district wide goals. For example, the original April PD was aimed at long range planning, as a result in the change of our area of focus (TIA) we have now changed the April 2012 PD to target the instructional area of comprehension based on the winter NWEA data results.</p> <p>PD is monitored through walk throughs and peer observations. Data from the observations dictate the need for specific coaching. Physical artifacts and implementation of powerful practices drive topics for teacher collaboration. Protocols are in place such as</p>	

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	Typical School	Effective School	Evidence	Evaluation
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 collaborate weekly at morning grade level meetings. Data is analyzed in order to inform instruction.</p> <p>Teachers and specialists need to meet more consistently to discuss progress-monitoring data for students receiving interventions. Teams are inclusive of general education, special education, bilingual teachers as well as lead literacy teacher.</p> <p>In order to increase content knowledge and skills for ELL and students with learning disabilities, team teaching models will be implemented.</p> <p>Meetings for collaboration are established on a weekly basis and protocols are in place.</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>Teams are supported by ILT members, team leaders and experts as needed. Experts in each area have been identified in each area to promote departmentalized instruction based on teacher endorsements. Specialized teacher support is provided through professional development or coaching within grade level committees to maintain current best practices in content areas. Data is used to determine professional development needs. A survey or analysis is conducted after viewing school, grade level, and classroom data that informs the ILT members of the specific needs of the school, grade level, or teacher.</p> <p>On going walkthroughs and peer visits are conducted to provide feedback and individual teacher growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Career Week has been established in order to expose students to multiple college and career opportunities.</p> <p>All classrooms promote college and career specific information.</p> <p>8th grade orientation enlightens students and parents about college and career preparation programs.</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>All staff members are advocates for our students and are support them in achieving their goals.</p> <p>A monthly character education topic is implemented to help build and instill social and cultural values as well as emotional intelligence.</p> <p>Teachers provide experiences in the classroom that help increase the emotional and academic intelligence through writing portfolios that focus on character education.</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>The use of case books established to record student behavior.</p> <p>The use of Bully Buckets were established in each classroom to identify and monitor bully behaviors confidentially. This helps to maintain at safe and nourishing environment.</p> <p>Positive behavior is reinforced through star student, student of the month, and a variety of classroom incentives.</p>	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal held evening meetings in September to share school performance and plans for improvement with parents. Evening orientations are held in the beginning of the school year (September) at all grade levels to share expectations with parents for the year. Examples of completed projects/assignments are on display in all classrooms.	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Jane Addams monthly newsletter is sent home to parents, which shares on-going activities, students accomplishments and recognitions.</p> <p>The Jane Addams website list all upcoming events, activities and maintains a file with video clips of our assemblies.</p> <p>Communication with parents, students and teachers are maintained through our website .</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>According to the Chicago Consortium 89% of our students and parents feel safe at Jane Addams.</p> <p>Parent volunteers assist in classrooms, field trips, on parent patrol and various parent committees (LSC, PTO, BAC, NCLB).</p> <p>Evening workshops are held for parents in the areas of Literacy, History, Math, Science and Data.</p> <p>A lab has been set up in room 101 for parents to use laptops for Parent Portal or to complete surveys.</p>	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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. 	<p>Addams has many outreach programs that support our students and parents. Students have received: dental & vision services, coat & eye glass donations and food drives are held for needy parents. Parent workshops were held through NCLB and BAC in gang awareness, adolescent issues, etc. Sessions will be continue to increase parent participation and student acheivement.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>All students have been empowered to make a career choice and have been working towards their goals throughout the year in order to prepare for Career Week.</p>	
Academic Planning ----->			4	
<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>In September an 8th grade mandatory orientation meeting was held. Teachers share 8th grade expectations as well as high school requirements.</p> <p>Each November a high school fair is held for 7th and 8th grade students, where representatives from each high school come and share school information about their programs.</p> <p>Eighth grade students participate in shadows days at the local high schools to get acquainted with the H.S. atmosphere.</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>Many extracurricular activities are provided for all students after school such as piano, guitar, arts & crafts, sports, academics and homework help, students council, yearbook committee and SafeKids (for students "at risk").</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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Career week is held in May of every school year. Professionals are invited to come and speak to students about their career and the steps they took to achieved their goal.</p> <p>8th grade students take EXPLORE which predicts college and career preferences.</p>	
	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. 	<p>Materials/information/brochures of college and universities are displayed in all classrooms.</p> <p>Bulletin boards display various career choices for students.</p>	
Transitions ----->			4	
	<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>8th grade students attend High School Investigation Day at the local high school.</p> <p>During our 8th grade orientation students and parents are provided with a list of the open house dates of Chicago area high schools.</p> <p>Kindergarten students visit the first grade classrooms in June.</p> <p>Pre-K students come to the kindergarten classrooms to meet the teacher and view the new classrooms for the following year.</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 ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>All school funding is aligned to school priorities which are aligned to student needs according to our data.</p> <p>Teachers participate in the Museum of Science and Industry teacher program.</p> <p>Our 3rd grade teachers and students are part of the Neighborhood Naturalist program.</p> <p>This year a representative from grade band, Sp.Ed. and ELL participated in workshops to unpack the CCSS to begin to develop units for literacy.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Addams has a pool of highly qualified teachers that have applied to our school.</p> <p>Our school provides internships for student teachers from the local college and university which helps to build a pool of applicants interested in our school.</p> <p>Highly qualified teachers are selected according to school needs and areas of specialty.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The school schedule is designed to support school priorities which are aligned with student needs according to our data.</p> <p>Weekly grade level common planning time is provided for teacher collaboration.</p> <p>Our ancillary staff works with our RtI students to help increase student achievement.</p>	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Our mission at Jane Addams is to provide quality instructional programs that prepare our students for college and beyond. Through the use of technology in reading, writing, mathematics, and all academic areas we will ensure that all students not only meet or exceed national standards are prepared for future global challenges. We will achieve these goals through collaborative efforts among parents, community members and school personnel. Students will have a world-class education leading them to a brighter tomorrow.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve schoolwide reading comprehension through the use of HOTS strategies before, during and after reading.	We scored our school a 2 on SEF. By improving questions strategies we will ensure our students will increase their comprehension skills.
2	Empower our ILT members to be more effective communicators and meet more frequently.	Our school provided common planning time but not all stakeholders were included. By including all stakeholders and posting a schedule will increase and improve communication and dissemination of information.
3	Provide PD on the CPS Framework for Learning to increase classroom teacher performance.	To increase the complexity of daily instruction and the coherence of long term planning.
4	Increase staff and student health and wellness initiatives on nutrition and fitness.	Our school implemented the health and wellness initiatives in the primary grades this year. Our goal is to increase awareness in the intermediate and upper grades.
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
Improve schoolwide reading comprehension through the use of HOTS strategies before, during and after reading.	We scored our school a 2 on SEF. By improving questions strategies we will ensure our students will increase their comprehension skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing HOTS strategies.	Professional Development	All	Administrative Team and ILT	Quarter 1			
Teachers receive flip charts with Bloom's Taxonomy questions in the different content areas	Instructional Materials	All	Administrative Team	Quarter 1			
Teachers conduct learning walks to observe common practices with a focus on Sp.Ed. and ELL learners.	Other	All	ILT	On-going			
Provide teachers with CCSS curriculum guides in ELA	Instruction	All	Administrative Team	Quarter 1			
Teachers model questioning techniques during lessons.	Instruction	All	Teachers	On-going			
Schoolwide posting of three levels of questioning	Instructional Materials	All	Teachers	Quarter 1			
Provide PD for implementing CCSS aligned Literacy instruction by our ILT in each grade band.	Professional Development	All	ILT	On-going			

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Empower our ILT members to be more effective communicators and meet more frequently.	Our school provided common planning time but not all stakeholders were included. By including all stakeholders and posting a schedule will increase and improve communication and dissemination of information.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional reading articles to staff	ILT/ Teacher Teams	All	ILT	On-going			
Posting of comments on blog in teachers' lounge	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going			
Schedule of ILT meetings posted in teachers' handbook	Professional Development	All	Administration	Quarter 1			
Provide common planning time for ILT to meet bi-weekly	Staffing	All	Administration	Quarter 1			
Include ancillary staff in common planning time schedule	Staffing	All	Administration	Quarter 1			
Teacher teams share best practices during our PD	Professional Development	All	ILT/Teacher Teams	On-going			

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide PD on the CPS Framework for Learning to increase classroom teacher performance.	To increase the complexity of daily instruction and the coherence of long term planning.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide PD on the CPS REACH Students	Other	All	Administration	Quarter 1			
Provide teachers with a Pre-observation form	Other	All	Administration	On-going			
Conduct teacher observations at all grade levels at least once during the ELA block	Other	All	Administration	On-going			
Learning walks will take place quarterly	ILT/ Teacher Teams	All	Administrative /ILT Team	On-going			
Provide teachers with post observation feedback electronically or personally within 1 week	Other	All	Administration	On-going			

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
Increase staff and student health and wellness initiatives on nutrition and fitness.	Our school implemented the health and wellness initiatives in the primary grades this year. Our goal is to increase awareness in the intermediate and upper grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide workshops on health and wellness awareness	Professional Development	All	Administrative Team	On-going			
Classroom teacher will be provided with instructional materials to utilize in the classroom.	Instructional Materials	All	Teachers	On-going			
Staff and students will continue to participate in the Organ Wise Program	Instruction	All	Teachers	On-going			
Our lunchroom will provide healthy foods and snacks	Other	All	Lunchroom Staff	On-going			
Our school will provide healthy services to our students to provide health and well being.	Other	All	Agency & P.E. Teacher	On-going			

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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