John H Hamline Elementary School

Pershing Elementary Network

4747 S Bishop St Chicago, IL 60609

ISBE ID: 150162990252241

School ID: 609964

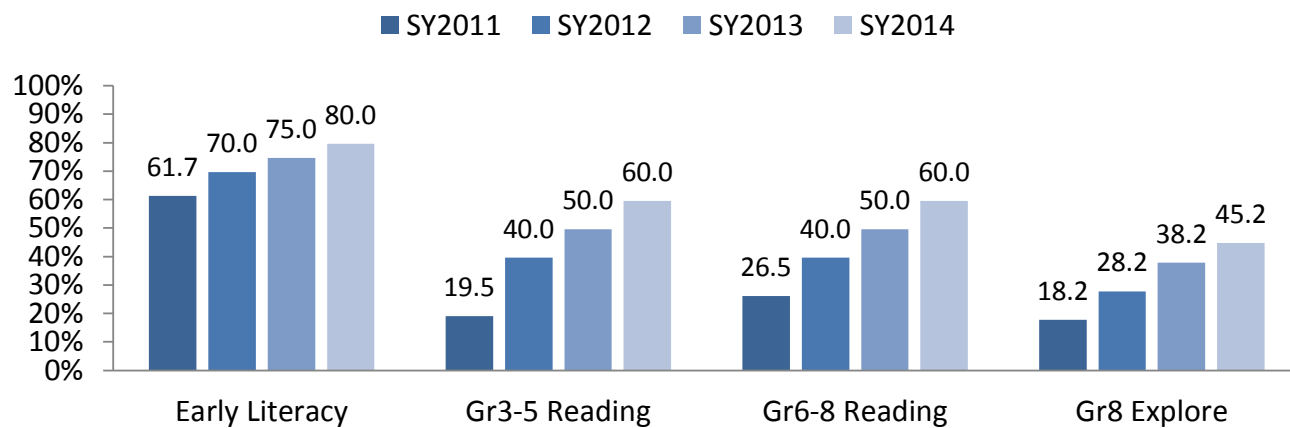Oracle ID: 23511

Mission Statement

John H. Hamline is committed to providing all students with the tools for academic achievement and to ensure college and career readiness.
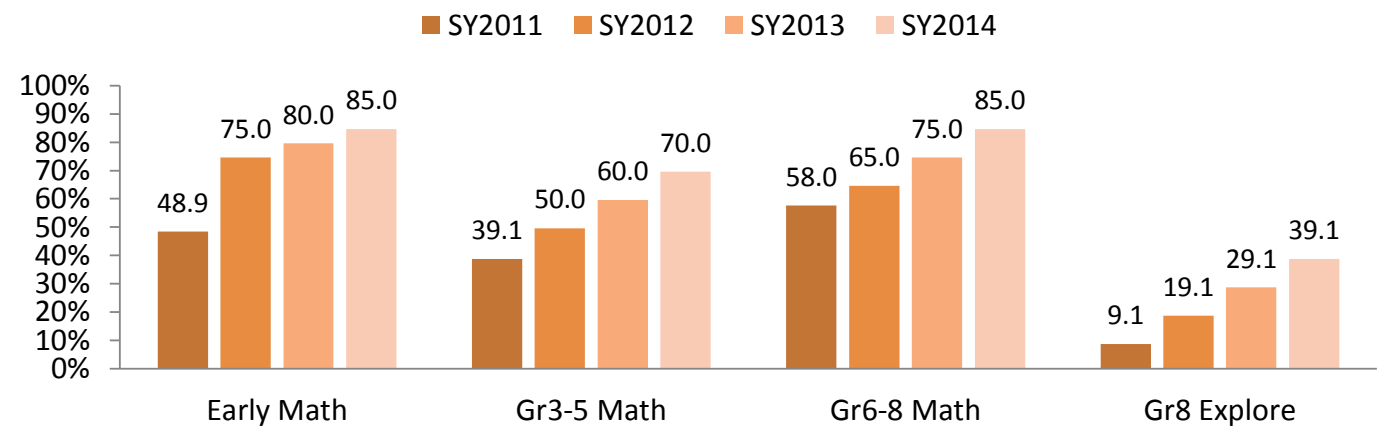
Strategic Priorities

1. Provide students daily opportunities to read, critically explore, and engage in complex and challenging texts using the Common Core State Standards (CCSS) as a guide.

2. Provide daily opportunities for authentic inquiry, discussion, and reflective thinking and writing about complex texts, as well as provide explicit vocabulary instruction across disciplines.

3. Provide professional development on differentiating instruction for all students, including ELLs and SpEd students.

4. Use data to make instructional decisions regarding curriculum and instructional practices .

5. Improve the attendance rate, student behavior and focus on safety and security issues in and around the school grounds as well as student connection to the school with emphasis on increasing parent involvement.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	61.7	70.0	75.0	80.0
Gr3-5 Reading	19.5	40.0	50.0	60.0
Gr6-8 Reading	26.5	40.0	50.0	60.0
Gr8 Explore	18.2	28.2	38.2	45.2

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	48.9	75.0	80.0	85.0
Gr3-5 Math	39.1	50.0	60.0	70.0
Gr6-8 Math	58.0	65.0	75.0	85.0
Gr8 Explore	9.1	19.1	29.1	39.1

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	John H Hamline 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
Valerie R. Brown	Principal
Leila L. Angeles	Assistant Principal
Anita Ivory	Lead/ Resource Teacher
Laura Longhi	Lead/ Resource Teacher
Linda Weiss	Special Education Faculty
Leonarda Ramirez	ELL Teacher
Dona Maldonado	Classroom Teacher
Allison Moulton	Classroom Teacher
Eileen Whelan	Classroom Teacher
Margarita Lebron	Support Staff
Karyn Miller	LSC Member
Frank Slotkus	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	61.7	70.0	75.0	80.0	**Early Math** % of students at Benchmark on mClass	48.9	75.0	80.0	85.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.5	40.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	39.1	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.8	60.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	67.9	75.0	80.0	85.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.5	40.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	58.0	65.0	75.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.5	60.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	64.5	60.0	65.0	70.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	18.2	28.2	38.2	45.2	**Explore - Math** % of students at college readiness benchmark	9.1	19.1	29.1	39.1

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.4	95.0	95.5	96.0	**Misconducts** Rate of Misconducts (any) per 100	7.5	6.5	5.5	4.5

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	57.3	63.0	69.3	76.2		**ISAT - Reading** % of students exceeding state standards	6.1	9.0	12.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.9	83.5	85.7	90.0		**ISAT - Mathematics** % of students exceeding state standards	20.1	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	73.0	80.3	84.3	88.5		**ISAT - Science** % of students exceeding state standards	8.0	10.0	13.0	16.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action**	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Clear measureable goals for student achievement aimed at closing/narrowing the achievement gap and promoting high school success have been established. • The school needs to revisit the Theory of Action plan and update the components.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• Professional learning is developed through teacher team meetings that are based on small group professional development. • Principal conducts classroom observations for teacher evaluations. • Clear measureable goals for student achievement aimed at closing/narrowing the achievement gap and promoting high school success have been established. The principal has communicated the expectations to all teachers that at least 75% of intensive students (grades K-2) will move to at least the strategic level, at least 75% of strategic students will move to benchmark and 100% of benchmark students will remain on benchmark on DIBEL/IDEL and mClass math by the EOY administration. 75% of all students (3-8) will meet/exceed individual growth targets by the spring administration of NWEA. • The school needs to revisit the vision, modify and update it, so that it is aligned to the school's mission. • Principal provides information through the monthly newsletter, calendar, LSC, BAC and NCLB meetings. Family and community are engaged through school wide events such as open house, fine arts assemblies, math and reading nights.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		2
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Leadership duties for the school are performed by a core group of teachers. Currently the ILT teacher members only include the Lead Literacy Teacher and the Math/Science Specialist. • All teachers contribute to the faculty and teacher team meeting norms. • Teacher to teacher communication is inconsistent after engagement in professional learning activities.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		1
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• The ILT needs classroom teacher members. • The ILT focuses on day-to-day operational concerns. • The ILT does not meet regularly. • The ILT needs to gather concerns on a regular basis. • The ILT analyzes and discusses student data.	
Monitoring and adjusting	-->		3
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• There is a systematic approach to analyzing data during teacher team meetings. NWEA, DIBEL/IDEL and mClass math data is charted on the school's data wall. Weekly teacher team meetings are held in the same location as the data walls. Data is analyzed and used to make pacing decisions and drive instructional practices and adjustments as needed.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• Core subjects are paced and all teachers follow the pacing/scope and sequence. The Lead Literacy Teacher and the Math/Science Specialist work with teams of teachers to develop pacing/scope and sequence. The pacing/scope and sequence is followed by all teachers at Hamline. • Some common units of instruction are used and we are in the process of developing more. All teachers in K-8th have common genres of writing, and teachers at each grade level teach a common author study. • All students are exposed to grade level text and materials in the core subject areas. • There isn't enough support for ELLs and students with special needs.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Each grade level has a set of instructional materials that are aligned to the standards. • There is a lack of instructional materials for upper grade ELLs in math, science and social science and there is a lack of support materials for students with special needs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• School wide NWEA, DIBEL/IDEL and mClass math data is available to teachers on the school's data walls. Data is updated after every assessment and organized by classroom and grade level. Teachers are also provided ISAT data for the current class as soon as it becomes available. • Comprehensive, formative and summative assessments are used to monitor student learning on an ongoing basis. • Some assessment methods are aligned with the standards. • ELLs and students with special needs are not always provided appropriate assessment modifications and accommodations.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Each teacher provides an "I Can" statement for each subject taught during the day. • The majority of student questions are at the knowledge and recall levels on Bloom's Taxonomy. • Sequencing of lessons is based on pacing charts developed by teachers. • The level of rigor is low in some classrooms. • Formative assessment during instruction is used occasionally by some teachers.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		1
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• There is no school wide system for making referrals for students who need interventions.	
Whole staff professional development	--->		1
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• Whole staff professional development is driven by network and district mandates. • The effectiveness of professional development is not monitored.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Teacher team meetings are held weekly, inclusive of general education, special education and ELL teachers. • Each teacher team established norms. • Teacher team meetings have a focused agenda with opportunity for teacher input. • Teacher team professional development is led by coaches. • Ownership for student learning results lie primarily with individual classroom teachers.	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• Coaching is aligned to the needs and mandates identified by administration, the specialists and programs in the school. Coaching is provided by the Math/Science specialist on Everyday Math, MathThematics, FOSS, STC, SEPUP and SALI program. The LLT provides coaching on the America's Choice Reading and Writing Workshop model. • There is no mentoring program in place for new teachers. • Teachers need assistance with developing individual professional development plans. • Feedback and support is provided after an observation. • Peer observation as a method of professional development is not utilized.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• Some staff members reinforce expectations that students will attend college and be prepared for careers. • The school has no intentional or formal plan that promotes college expectations in students. • There is no opportunity for student voice or leadership.	
	Relationships	-->		**1**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Many students form bonds with adults in class and in extracurricular activities, formal and informally. • ELLs and students with special needs have access to the same physical and social activities as other students, such as all afterschool sports and clubs, school wide assemblies, field trips, student of the month celebrations, and the movie/dance day incentives. • The school demonstrates value of home language and culture through exposure to cultural assemblies (African-American Cultural Assembly in February and the Hispanic Cultural Assembly in May). All classroom libraries include multi-cultural literature.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• The school environment has a lack of school wide norms between teachers regarding discipline. School rules are inconsistently enforced. • Based on the *My Voice, My School Survey* , the school environment scored a 33 out of 99 in safety and successfully managing behavior.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***		-->	**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Principal provides information to parents through regular channels of communication such as BAC, NCLB and LSC meetings. A school-wide open house is held annually at the beginning of the year. Information regarding promotion policies for grades third, sixth and eighth is given to parents. • The school has a uniform grading policy. Information is provided inconsistently to parents about what meeting standards encompasses. • Information about school choice and citywide options is provided to parents. Parents receive help in the application process.	
	Ongoing communication		-->	**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Staff communicates regularly with families regarding achievement, academic expectations and behavior. • Parental involvement needs to increase. • Two-way communication between school and family is weak based on parent surveys and the *My Voice My School Survey*.	
	Bonding		-->	**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school has a non-threatening and welcoming environment. • Parent perception of the school environment was rated average on the parent survey. • The school provides the following opportunities for parent participation in student activities: science fairs, math and literacy nights, battle of the books, spelling bee, awards assembly, cultural and student performance assemblies, classroom writing celebrations, and some weekend teacher sponsored field trips.	

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CIWP

**2012-2014 Continuous
Improvement Work Plan**

John H Hamline Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• The school provides recommendations to parents concerning outside referrals for health and social services. • Some home visits occur.	
College & Career Exploration and election	--->		**1**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	• The school does not provide information or discuss college and career readiness.	
Academic Planning	--->		**1**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	• The school does not provide gifted or advanced courses. The school does not provide college or career planning.	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	• The school provides some extracurricular activities such as chess, sports teams, and art. Participation is limited and by student choice.	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• The school participates in the mandated Explore Assessment, which has a career alignment section and college readiness benchmark.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	• Parents are provided with CPS promotion policies.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• The school uses the discretionary funds as defined by the SIPAAA. • The school has some community partnerships such as Rush, Children's Literacy Initiative, Chicago Symphony Orchestra, McDonalds, Pizza Hut, Communities in Schools, Salvation Army, Book Worm Angels and Read to Succeed. • The focus of resources is based on the SIPAAA.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Hiring is conducted after a vacancy is identified. • All applicants have submitted resumes to Human Resources. • The hiring process consists of a resume and certificate review, followed by a personal interview conducted by an administrative team. • Grade level teams are purposefully organized. Teacher experience, certification, and student needs are assessed each year. Teachers are then placed on grade level teams accordingly.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• Schedule is based upon CPS mandated time distribution. • Teacher teams meet weekly for team meetings. • Teachers have common preparation periods at all grade leves. • Struggling students receive some interventions by individual classroom teachers and classroom assistants. These interventions include guided reading, some push-in/pull-out support, and individualized teacher assisted reading and math practice.	

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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

John H. Hamline is committed to providing all students with the tools for academic achievement and to ensure college and career readiness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide students daily opportunities to read, critically explore, and engage in complex and challenging texts using the Common Core State Standards (CCSS) as a guide.	There are 62% of students on Benchmark in DIBELS/IDEL and 49% on mClass math. Only 57% of our students meet/exceed ISAT state standards in reading and 76% in math. We scored our school a 2 in "Instruction" on the SEF. Teachers will improve the level of content in the classroom, providing students access to content that allow opportunities for sophisticated thinking and discussions, and access to a greater depth of knowledge.
2	Provide daily opportunities for authentic inquiry, discussion, and reflective thinking and writing about complex texts, as well as provide explicit vocabulary instruction across disciplines.	According to EXPLORE there are 18% of students at college readinesss benchmark in reading and 9% in math. Teachers will plan and deliver rigorous instruction which requires students to think, ask and answer questions, as well as discuss ideas in a purposeful and critical manner in all subject areas. On the ISAT Vocabulary Development sub area, students scored, on average, 58% correct. Teachers will provide focused vocabulary lessons through a designated vocabulary block, in which students will strengthen, develop, and build their academic vocabulary, increasing the level of content students are able read, write about, and comprehend.
3	Provide professional development on differentiating instruction for all students, including ELLs and SpEd students.	We scored our school a 1 in "Whole Staff Professional Development" on the SEF. Teacher skill level will deepen; they will be better able to target instruction and interventions to meet individual student needs.
4	Use data to make instructional decisions regarding curriculum and instructional practices .	We scored our school a 1 in "Intervention" on the SEF. Teachers will be better able to target instruction and interventions to meet individual student needs.
5	Improve the attendance rate, student behavior and focus on safety and security issues in and around the school grounds as well as student connection to the school with emphasis on increasing parent involvement.	Our 2011 attendance rate is 94.4% and our Misconducts rate is 7.5%. We scored our school a 2 in "Behavior and Safety" on the SEF. Based on the *My Voice, My School Survey,* the school environment scored a 33 out of 99 in safety and successfully managing behavior. Parent involvement is very low.

CIWP

2012-2014 Continuous Improvement Work Plan

John H Hamline Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide students daily opportunities to read, critically explore, and engage in complex and challenging texts using the Common Core State Standards (CCSS) as a guide.	There are 62% of students on Benchmark in DIBELS/IDEL and 49% on mClass math. Only 57% of our students meet/exceed ISAT state standards in reading and 76% in math. We scored our school a 2 in "Instruction" on the SEF. Teachers will improve the level of content in the classroom, providing students access to content that allow opportunities for sophisticated thinking and discussions, and access to a greater depth of knowledge.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an inventory, in each classroom, of existing content area specific text aligned to Common Core State Standards and purchase supplemental text as needed.	Instructional Materials	All	Teachers, LLT, BLT, M/S Specialist, Administration	Summer 2012	Summer 2012		
Implement a 3 hour (K-3) and a 2 1/2 hour (4-8) literacy block.	Instruction	All	Administration	Quarter 1	Quarter 4		
Develop quarterly units for literacy instruction which are aligned to the CCSS.	Instructional Materials	All	Teachers, LLT, BLT, Administration	Summer 2012	On-going		
Establish benchmark texts for each literacy unit for grades K-8 for the general program students.	Instructional Materials	All	Teachers, LLT, BLT, Administration	Summer 2012	On-going		
Establish benchmark texts for each literacy unit grades K-8 for the ELL students.	Instructional Materials	English Language Learners	Teachers, LLT, BLT, Administration	Summer 2012	On-going		
Establish benchmark text for each literacy unit grades K-8 for the SpEd students that are high interest/low level.	Instructional Materials	Students With Disabilities	Teachers, LLT	Summer 2012	On-going		
Conduct a schoolwide needs assessment of technological needs.	Other	All	Administration	Summer 2012	Quarter 1		
Purchase technology hardware to support classroom instruction.	Equipment/ Technology	All	Administration	Summer 2012	Quarter 1		
Purchase software to support classroom instruction.	Instructional Materials	All	Tech Coordinator, LLT, M/S Specialist, Administration	Summer 2012	Quarter 4		

Strategic Priority 1

Continue implementing 300 minutes a week of math instruction as per CPS pacing.	Instruction	All	M/S Specialist, Administration	Quarter 1	Quarter 4		
Continue implementing 300 minutes a week of science instruction as per CPS scope and sequence.	Instruction	All	M/S Specialist, Administration	Quarter 1	Quarter 4		
Continue implementing the CPS Social Science 2.0 curriculum.	Instruction	All	Administration	Quarter 1	Quarter 4		
Conduct an inventory, in each classroom, of existing classroom libraries and purchase supplemental text as needed.	Instructional Materials	All	Teachers, LLT, Administration	Summer 2012	On-going		
Purchase non-fiction magazine subscriptions for all K-8 classrooms.	Instructional Materials	All	Teachers, LLT, BLT, M/S Specialist, Administration	Summer 2012	Quarter 1		
Purchase supplemental materials for the Social Science 2.0 curriculum.	Instructional Materials	All	Teachers, M/S Specialist, Administration	Summer 2012	Quarter 1		
Provide summer hours for the ILT to meet and plan pacing/scope and sequence for the core subject areas.	Staffing	All	ILT, Administration	Summer 2012	On-going		

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
Provide daily opportunities for authentic inquiry, discussion, and reflective thinking and writing about complex texts, as well as provide explicit vocabulary instruction across disciplines.	According to EXPLORE there are 18% of students at college readinesss benchmark in reading and 9% in math. Teachers will plan and deliver rigorous instruction which requires students to think, ask and answer questions, as well as discuss ideas in a purposeful and critical manner in all subject areas. On the ISAT Vocabulary Development sub area, students scored, on average, 58% correct. Teachers will provide focused vocabulary lessons through a designated vocabulary block, in which students will strengthen, develop, and build their academic vocabulary, increasing the level of content students are able read, write about, and comprehend.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide inquiry based field trip opportunities for all students (HS-8).	Other	All	Teachers, Administration	Quarter 1	On-going		
Continue to upgrade the ELL materials for K-8.	Instructional Materials	English Language Learners	BLT, Administration	On-going	Quarter 1		
Provide opportunities for academic competitions (science fair, young authors, spelling bee, speech arts, academic olympics and history fair).	Other	All	Teachers, LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Continue using the Steck Vaughn vocabulary program in grades K-5.	Instruction	Other student group	LLT, Administration	Quarter 1	On-going		
Continue using the Word Wisdom vocabulary program in grades 6-8.	Instruction	Other student group	LLT, Administration	Quarter 1	On-going		
Conduct an inventory, in each classroom, of existing vocabulary materials, purchase supplemental materials as needed.	Instructional Materials	All	Administration	Summer 2012	Quarter 1		
Continue implementing the CPS recommended programs (Everyday Math K-5 and MathThematics 6-8) in math.	Instructional Materials	All	M/S Specialist, Administration	Quarter 1	On-going		
Continue implementing the CPS recommended programs (FOSS, STC, SEPUP, iES) in Science.	Instructional Materials	All	M/S Specialist, Administration	Quarter 1	On-going		
Provide PD for implementing writing across disciplines in all classrooms.	Professional Development	Not Applicable	M/S Specialist, Administration	Summer 2012	On-going		

Strategic Priority 2

Continue to conduct weekly informal observations, on a rotating basis, focusing on literacy, math and science and provide feedback.	Other	Not Applicable	LLT, BLT, M/S Specialist	Quarter 1	Quarter 1
Maintain primary reduced class size teacher to facilitate opportunities for individualized and small group instruction.	Staffing	Other student group	Administration	Summer 2012	Year 2
Continue implementing the Children's Literacy Initiative (CLI) Message Time Plus (MTP) and Intentional Read Aloud (IRA) in grades K-3.	Instruction	Other student group	LLT, CLI Coaches, Administration	Quarter 1	On-going
Maintain a M/S Specialist to support teachers and students in math and science instruction.	Staffing	All	Administration	Summer 2012	On-going
Maintain .5 Art teacher to promote fine arts.	Staffing	All	Administration	Summer 2012	On-going
Maintain a computer teacher to instruct students and support teachers in technology.	Staffing	All	Administration	Summer 2012	On-going
Maintain a teacher assistant to assist in providing small group instruction and interventions.	Staffing	Other student group	Administration	Summer 2012	On-going
Maintain a BLT to support teachers/students in the bilingual program.	Staffing	English Language Learners	Administration	Summer 2012	On-going
Provide explicit phonics instruction on a daily basis for K-3.	Instruction	Other student group	Teachers	Quarter 1	Quarter 4

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 professional development on differentiating instruction for all students, including ELLs and SpEd students.	We scored our school a 1 in "Whole Staff Professional Development" on the SEF. Teacher skill level will deepen; they will be better able to target instruction and interventions to meet individual student needs.

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Update the professional resource room.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Summer 2012	On-going		
Provide opportunities for professional development activities such as educational conferences, seminars, webinars, etc., to improve instruction in alignment with CCSS.	Professional Development	Not Applicable	Administration	Summer 2012	On-going		
Provide professional development on RTI.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Continue to provide teacher team meetings for collaboration, professional development, problem solving, guidance, etc.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on scaffolding.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on differentiating instruction based on NWEA RIT band.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on positive behavior support systems.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on using best practices and instructional strategies with ELLs.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development to facilitate special education inclusion.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		

Strategic Priority 3

Provide professional development on implementing accommodations and modifications.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on EXPLORE data to impact upper grade college and career readiness.	Professional Development	Not Applicable	LLT, BLT, M/S Specialist, Administration	Quarter 1	On-going		
Provide professional development on educational software.	Professional Development	Not Applicable	Tech Coordinator, Administration	Quarter 1	On-going		
Provide conference travel.	Other	Not Applicable	Administration	Quarter 1	On-going		
Provide subs for teachers to attend math PD during the school day.	Staffing	Not Applicable	Administration	Quarter 1	On-going		
Provide subs for teachers to attend science PD during the school day.	Staffing	Not Applicable	Administration	Quarter 1	On-going		
Provide extended day for teachers to attend math PD before and or after school.	After School/ Extended Day	Not Applicable	Administration	Quarter 1	On-going		
Provide extended day for teachers to attend science PD before and or after school.	After School/ Extended Day	Not Applicable	Administration	Quarter 1	On-going		
Provide subs for teachers to attend literacy PD during the school day.	Staffing	Not Applicable	Administration	Quarter 1	On-going		
Provide extended day for teachers to attend literacy PD before and or after school.	After School/ Extended Day	Not Applicable	Administration	Quarter 1	On-going		

2012-2014 Continuous Improvement Work Plan

John H Hamline Elementary School

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
Use data to make instructional decisions regarding curriculum and instructional practices .	We scored our school a 1 in "Intervention" on the SEF. Teachers will be better able to target instruction and interventions to meet individual student needs.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule regular ILT meetings and publish minutes for staff.	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 1	On-going		
Adjust pacing/scope and sequence in math and science based on data analysis.	Instruction	All	M/S Specialist	Quarter 1	On-going		
Identify data outliers and provide interventions/enrichment.	Instruction	Other student group	LLT, BLT, M/S Specialist	Quarter 1	On-going		
Use ACCESS data to appropriately place ELLs.	Instruction	English Language Learners	LLT, BLT, Specialist	Summer 2012	On-going		

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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
Improve the attendance rate, student behavior and focus on safety and security issues in and around the school grounds as well as student connection to the school with emphasis on increasing parent involvement.	Our 2011 attendance rate is 94.4% and our Misconducts rate is 7.5%. We scored our school a 2 in "Behavior and Safety" on the SEF. Based on the My Voice, My School Survey, the school environment scored a 33 out of 99 in safety and successfully managing behavior. Parent involvement is very low.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue existing and create motivational experiences that foster student success and school pride.	Supplies	All	ILT, Administration	Quarter 1	On-going		
Maintain an assistant principal to implement the school's Attendance Plan, Discipline Plan, Safety Plan, etc.	Staffing	All	Administration	Summer 2012	On-going		
Maintain two guidance counselor aides to assist with the implementation of the Attendance Plan, maintenance of student records, facilitation of longer school day, etc.	Staffing	All	Administration	Summer 2012	On-going		
Provide extended day to ESP personnel.	After School/ Extended Day	Other student group	Administration	Quarter 1	On-going		
Maintain three security officers to assist in maintaining an orderly and safe school environment.	Staffing	All	Administration	Summer 2012	On-going		
Implement the Attendance Plan to increase student attendance.	Other	All	Administration	Quarter 1	On-going		
Implement the NCLB Parent Compact plan to increase parent involvement.	LSC/ PAC/ PTA	Not Applicable	Administration	Quarter 1	On-going		
Hold monthly BAC meetings to keep parents abreast of bilingual issues and increase parent involvement.	LSC/ PAC/ PTA	Not Applicable	BLT, Administration	Quarter 1	On-going		
Hire a Dean of Students to assist the school, students and teachers to provide guidance to students in making better decisions as well as providing options for college and careers.	Staffing	All	Administration	Summer 2012	On-going		
Continue to maintain Parent Facilitator to organize and implement parent programs and workshops.	Staffing	Not Applicable	Administration	Summer 2012	On-going		

Strategic Priority 5

Hold monthly NCLB meetings to keep parents abreast of bilingual issues and increase parent involvement.	LSC/ PAC/ PTA	Not Applicable	Administration	Quarter 1	On-going		