CIWP

2012-2014 Continuous Improvement Work Plan

Hanson Park Elementary School

Fullerton Elementary Network

5411 W Fullerton Ave Chicago, IL 60639

ISBE ID: 150162990252726

School ID: 610068

Oracle ID: 24461

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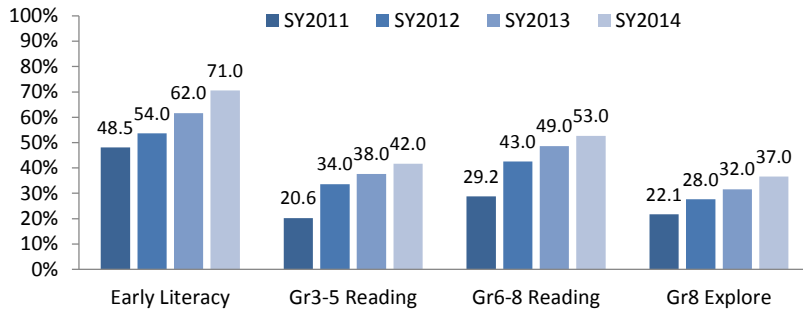
Mission Statement

Students at Hanson Park School will develop independent learning strategies, while teachers prepare them for rigorous standards, to insure that all students will be college and career ready, to achieve success in high school and beyond. Hanson Park will continue to develop a professional faculty that utilizes research based practices to provide data driven instruction, and foster relationships with all stake holders to develop lifelong learners, in an inclusive and nurturing environment. We recognize and encourage the Hanson Park parents to become full partners in their child's education, through a variety of classes, activities, and formal conferencing.
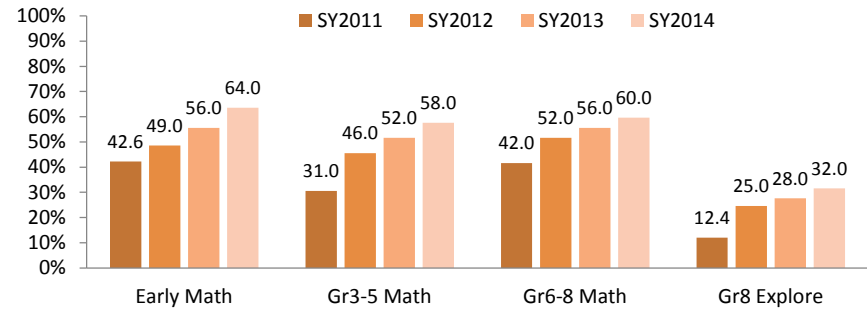
Strategic Priorities

1. Literacy will be closely aligned with the CCSS to promote balanced literacy competencies across all content areas.

2. Align math curriculum with CCSS to meet the needs of all students, by linking mathematical concepts to real world situations and provide students with a rigorous academic setting, resulting in analytical skills with a focus on measurement.

3. Use RTI methods to provide differentiated instruction to support all students from remediation to accelerated programs.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	48.5	54.0	62.0	71.0
Gr3-5 Reading	20.6	34.0	38.0	42.0
Gr6-8 Reading	29.2	43.0	49.0	53.0
Gr8 Explore	22.1	28.0	32.0	37.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	42.6	49.0	56.0	64.0
Gr3-5 Math	31.0	46.0	52.0	58.0
Gr6-8 Math	42.0	52.0	56.0	60.0
Gr8 Explore	12.4	25.0	28.0	32.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Hanson Park 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
David Belanger	Principal
Esmeralda Roman	Assistant Principal
Fran Drnek	Lead/ Resource Teacher
Christy Mock	Lead/ Resource Teacher
Tammy Siegel	Counselor/Case Manager
Rosemary Swearingen	Special Education Faculty
Kathy Waldsmith	Classroom Teacher
Ted Kalogereis	Classroom Teacher
Sharon Skowronski	Special Education Faculty
John Polhill	Classroom Teacher
Laura Sleman	Special Education Faculty
Joshua Silverman	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	48.5	54.0	62.0	71.0	**Early Math** % of students at Benchmark on mClass	42.6	49.0	56.0	64.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.6	34.0	38.0	42.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.0	46.0	52.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.9	57.0	60.0	63.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.5	64.0	67.0	72.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.2	43.0	49.0	53.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.0	52.0	56.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.2	71.0	74.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.7	66.0	69.0	72.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	22.1	28.0	32.0	37.0	**Explore - Math** % of students at college readiness benchmark	12.4	25.0	28.0	32.0

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	95.0	96.0	96.0	96.0	Misconducts Rate of Misconducts (any) per 100	24.4	20.0	17.0	15.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.8	67.5	74.0	85.0	ISAT - Reading % of students exceeding state standards	11.0	15.0	22.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.8	79.5	84.5	90.0	ISAT - Mathematics % of students exceeding state standards	14.4	18.0	23.0	30.0
ISAT - Science % of students meeting or exceeding state standards	73.2	77.0	81.0	85.0	ISAT - Science % of students exceeding state standards	13.8	17.0	21.0	27.0

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
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• 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.	Teachers are aware of student growth targets for formative assessments and ISAT; Students are targeted for after school programming based on data and teacher recommendation; we need to continue with more succinct follow through of new initiatives.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal has conducted school wide literacy audit to focus on effective literacy practices and has brought in systemic literacy professional development for all teachers; Principal has established monthly Parent Coffees to share our instructional vision with families, and brought effective programming, based on parent needs and requests; Principal has created lesson plan template to include CCSS for all lessons; Monthly newsletters are distributed to inform parents of activities in the school on a regular basis; Principal has established a positive student environment, and has nurtured relationships with students and staff;	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers have multiple opportunities for leadership through grade level teams, ILT, Curriculum Committees, RTI Teams, and Morning Coffees to share Best instructional practices; teachers have also attended instructional rounds in our building as well as visits to other schools to view best practices; Principal encourages union representatives to share information and concerns to all staff;	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	We need to fully implement a system of backwards mapping of all curricular areas; we need to align this mapping with vertical articulation between all grade levels; we need to develop unit planning with integration of subjects to fully implement CCSS; further support of special education students is needed for social studies and science at the middle school level; Ell curriculum materials need to be fully aligned with general education materials;	
	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).	Core instructional materials are utilized at all grade levels for reading, math, writing, and science that are aligned to State Standards; ELL and special education students utilize materials at their instructional levels; classroom library sets are leveled and labeled by genre; social studies curriculum needs to be developed/appropriate text or sources need to be identified;	

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	-->		**3**
• 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 grade level and curriculum teams review data after each formative assessment, including Dibels, TRC, mClass Math, and Scantron; PD has provided teachers at all grade levels knowledge to analyze students' assessments; Student IEP's are monitored to insure accommodations are in place to optimize student learning; data is used to drive instruction of lessons;	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers communicate standards based learning objectives to introduce learning activities; Professional Development has been given to raise rigor within the classroom and utilize Higher Order Thinking Skills; grade level teams use formative assessments to drive instruction and monitor student progress; further development of formative assessments is needed; instruction is scaffolded for ELL and special education students; formative, summative, observational assessments, as well as progress monitoring, RTI interventions have all been implemented to monitor student learning.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	While our RTI Team monitors student progress on a variety of tools, many teachers need further delineation of appropriate interventions, and a systemic monitoring approach needs to be created; teachers need further PD on development of interventions; further PD on Tier 2 and Tier 3 interventions is needed; further collaboration is needed between the general education teachers and special education support personnel;	
Whole staff professional development	--->		**3**
• 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.	School PD is focused and based on School Improvement priorities; PD is based on teacher/student needs; Literacy PD based on Literacy Audit demonstrating strenghts and weaknesses; more PD is needed for other curriculum areas, as well as ESL and Special Education; ILT and curriculum coaches provide support at grade level and curriculum meetings for follow up to PD;	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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.	Grade level teams meet weekly to plan instruction, analyze data, and collaborate with special education teachers; vertical planning needs to occur across grade levels, as well as curriculum backwards mapping needs to occur; ILT members and RTI team members collaborate with all grade level and subject teams;	
	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 plan is evident; teachers receive feedback from literacy coach, math coach, and bilingual coach; teacher peer observations of instructional strategies are coordinated through our ILT; new teachers receive extra supports from an assigned mentor teacher with instructional planning and classroom management; we need to develop individual PD to remediate teacher weaknesses/concerns; teachers are encouraged to attend PD designed to meet professional goals; we have established a "Best Practice" program where teachers provide PD with what works for them for other staff members in morning PD session;	

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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	Teachers frequently reinforce expectations for all student to achieve; students participate in student leadership programs with Prosser High School, as well as participate in student council; students are challenged in HOTS in many classrooms, as well as Talented and Gifted Literacy Program, and Algebra for 8th graders; expectation of student achievement needs to be raised, particularly with special education students;	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Hanson Park staff has an deep understanding of our diverse population; Staff and students are respectful of each other; students with disabilities are fully engaged in co-curricular classes, student assemblies, and after school programming; teachers frequently conference with students' social and emotional needs; teachers provide extra learning opportunities before and after school to assist students with learning; middle school teachers and students address social emotional, as well as organizational needs, through Advisory Classes; special education students' needs are met in LRE;	
	Behavior& Safety	-->		**2**

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Typical School	Effective School	Evidence	Evaluation
• 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.	Students are greeted and dismissed with a supportive school staff daily; Hanson Park utilizes PBIS and recognizes student achievements daily; classroom management varies among teachers;	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	ILT sponsors curriculum nights to establish curriculum needs and expectations to parent; Teachers provide parent information in newsletters and Open House each fall; Parents receive mid term progress reports each quarter, as well as end of quarter report cards; Principal sends home monthly school newsletters;	
	Ongoing communication	--->		**3**
	• 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.	Monthly newsletters are sent home with students; Monthly Principal Coffees are held to address issues and concerns of parents and staff members; teachers are assessable before and after school for parent communication/concerns; teachers communicate positive news, as well as concerns with parents often; many teachers send home weekly homework packets with parent response needed;	
	Bonding	--->		**3**

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	Principal has established monthly parent coffees to share news, concerns, and address parents; parents are encourage to attend musical performances, science fairs, curriculum nights, book fairs, and International Festival;	

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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.	Staff members provide support to families through homebound instruction, to collaboration with Metropolitan Family Services; CPS Crisis Intervention team, Misercordia, and Alden Village; Staff contribute holiday baskets to needy families; students in temporary living conditions are enrolled in programs to assist with uniforms, bus passes, and winter clothing; counseling staff arrange for student	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Counseling Department schedules a high school exploration fair for students and parents; teachers provide information, when appropriate, about careers; school wide Junior Achievement participation;	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Students are challenged in the Algebra program, as well as the Talented and Gifted Courses in Literacy; teachers have begun to incorporate Higher Order Thinking Skills at all grade levels;	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Students have the opportunity to participate in choir, band, guitar, arts and crafts, as well as After School All Stars Intramural Sports Programs; Students also participate in Inter Scholastic Sports Programs; students also participate in Science Olympiad, Academic	

N 6: College and Career Readiness Supports

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***	--->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	We need to investigate opportunities for growth;	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Hanson Park has established parent workshops for pre kindergarten into kindergarten, as well as eighth grade parents works into high school; grade level expectations are shared with parents at the beginning of each school year in written and oral communication at open houses; benchmark requirements are shared with all parents;	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary resources are allocated, based on school improvement needs; Hanson Park has established partnerships with World Vision for classroom supplies; Hanson Park has formed partnership with Museum of Science and Industry and also, Brookfield Zoo, for science PD and field trip opportunities; staff members are frequently asked to submit requests for supplies and materials to enhance classroom environment; classroom supplies are distributed bi-annually;	
	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.	Administrative Team recruits and interviews prospective teacher candidates; a systemic approach is utilized for the interview process; staff members also provide prospective candidate information to administrative team for consideration; administrative team recruits the "best fit" to fill vacancies based on certifications, personal qualities, past experiences, and growth potential;	
	Use of Time	-->		**3**

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	School schedule is based on required time allotments set by CPS; teacher teams have collaboration time weekly during the school day; RTI intervention times have been built into the new school schedule for 2012-2013 school year; a literacy block has been built into the K-5 grade schedule; Special Education Students receive instructional minutes, based on their IEP;	

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CIWP 2012-2014 Continuous
Improvement Work Plan

Hanson Park Elementary School

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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

Students at Hanson Park School will develop independent learning strategies, while teachers prepare them for rigorous standards, to insure that all students will be college and career ready, to achieve success in high school and beyond. Hanson Park will continue to develop a professional faculty that utilizes research based practices to provide data driven instruction, and foster relationships with all stake holders to develop lifelong learners, in an inclusive and nurturing environment. We recognize and encourage the Hanson Park parents to become full partners in their child's education, through a variety of classes, activities, and formal conferencing.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy will be closely aligned with the CCSS to promote balanced literacy competencies across all content areas.	CCSS pushes the current curriculum to a more rigorous level of understanding. We will increase our NWEA growth by 7 % on word analysis and vocabulary. We will increase understanding of reading and writing material, using a variety of literacy strategies.
2	Align math curriculum with CCSS to meet the needs of all students, by linking mathematical concepts to real world situations and provide students with a rigorous academic setting, resulting in analytical skills with a focus on measurement.	Students will achieve a 7% increase on NWEA in CCSS measurement standards.
3	Use RTI methods to provide differentiated instruction to support all students from remediation to accelerated programs.	Based on 2011 ISAT results, 13% of our students achieved exceeds level and 39% were at the below and warning level. We will address the needs for students at all levels by increasing the percentage of students at exceeds level and decreasing the percentage at below/warning levels.
4	Optional	
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
Literacy will be closely aligned with the CCSS to promote balanced literacy competencies across all content areas.	CCSS pushes the current curriculum to a more rigorous level of understanding. We will increase our NWEA growth by 7 % on word analysis and vocabulary. We will increase understanding of reading and writing material, using a variety of literacy strategies.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In the first quarter, grade level teams will meet weekly to review and develop guided reading lessons, as well as Being a Writer lessons that incorporate vocabulary acquisition strategies.	ILT/ Teacher Teams	All	Literacy Coach, Administration	Quarter 1			
ILT and Literacy Coach will provide weekly PD that helps teachers anchor the Gretchen Courtney reading strategies with a focus on vocabulary instruction in their lessons.	After School/ Extended Day	All	Literacy Coach, ILT	Quarter 1			
ILT will continue to incorporate a balanced literacy approach by continuing implementation of vocabulary development and parent/student vocabulary night.	Parental Involvement	All	ILT, Literacy Coach	Quarter 2			
Infuse vocabulary instruction and ELD strategies in all content areas.	ILT/ Teacher Teams	All	ILT, Literacy Coach, Bilingual Lead Teacher	Quarter 1			
ILT will direct PD on vocabulary development and measure student growth through pre/post tests.	ILT/ Teacher Teams	All	ITL, Administration	Quarter 1			

Strategic Priority 1

CIWP

2012-2014 Continuous Improvement Work Plan

Hanson Park Elementary School

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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
Align math curriculum with CCSS to meet the needs of all students, by linking mathematical concepts to real world situations and provide students with a rigorous academic setting, resulting in analytical skills with a focus on measurement.	Students will achieve a 7% increase on NWEA in CCSS measurement standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will focus instruction on the measurement standard to increase growth.	Instruction	All	Math Coach, Administration	Quarter 1			
Teachers will meet weekly to plan and review lessons using Math Trailblazers/Connected Math and supplemental material needed to meet CCSS at each grade level	Instruction	All	Math Coach	Quarter 1			
Teachers will meet weekly to plan and review lessons using Math Trailblazers/Connected Math and supplemental material needed to m Teachers will meet monthly for vertical planning sessions to implement a backward mapping lesson plan across all grade levels with CCSS at each grade level.	ILT/ Teacher Teams	All	Math Coach, ILT	Quarter 1			

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
Use RTI methods to provide differentiated instruction to support all students from remediation to accelerated programs.	Based on 2011 ISAT results, 13% of our students achieved exceeds level and 39% were at the below and warning level. We will address the needs for students at all levels by increasing the percentage of students at exceeds level and decreasing the percentage at below/warning levels.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Expand grade level offering of Talented and Gifted Course to include third and fourth grades.	Instruction	Other student group	TAG Teacher	Quarter 1			
Implement RTI pull out program to provide Tier III interventions using resource teachers, Community Schools Grant program, after school programs, and Read 180.	Instruction	Other student group	Literacy Coach, After School Coordinator	Quarter 1			
Conduct an evaluation of RTI pull out programs to show effectiveness	After School/ Extended Day	Other student group	Network Data Analist, Administration	Quarter 1			

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Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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