CIWP

2012-2014 Continuous Improvement Work Plan

Harold Washington Elementary School

Skyway Elementary Network

9130 S University Ave Chicago, IL 60619

ISBE ID: 150162990252401

School ID: 610124

Oracle ID: 24921
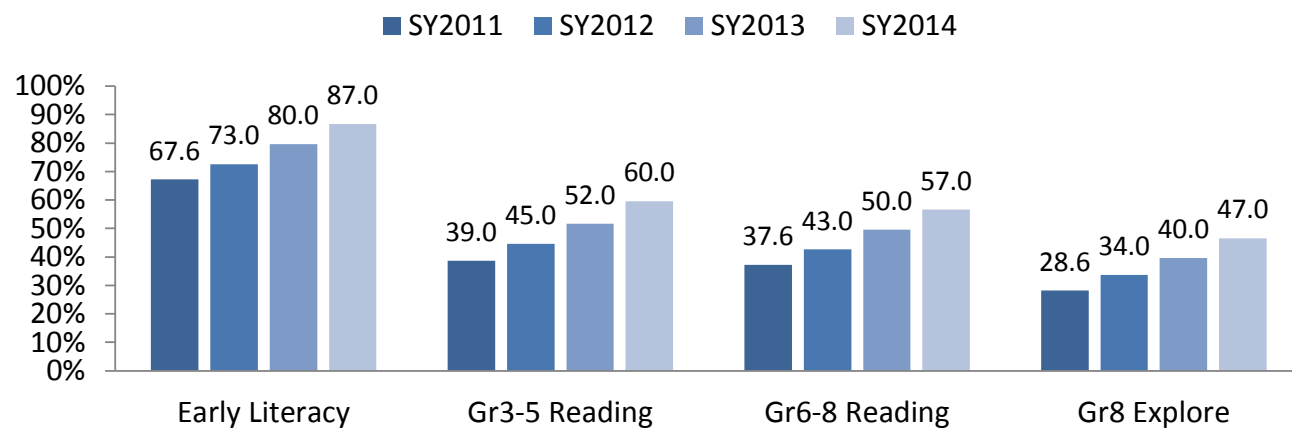
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Mission Statement

Harold Washington Elementary School collaborates with all stakeholders to empower students to be self-directed college and career ready graduates.
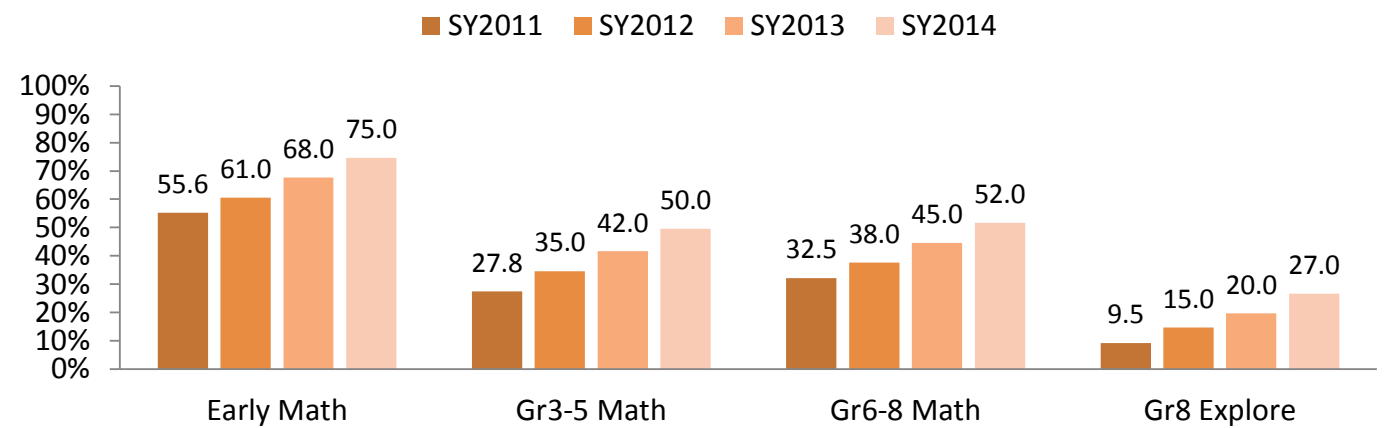
Strategic Priorities

1. Building a collaborative culture with all stakeholders.

2. Data driven instruction.

3. Implementing writing in all content areas.

4. Develop units using the common core state standards in reading literature and informational text.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	67.6	73.0	80.0	87.0
Gr3-5 Reading	39.0	45.0	52.0	60.0
Gr6-8 Reading	37.6	43.0	50.0	57.0
Gr8 Explore	28.6	34.0	40.0	47.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	55.6	61.0	68.0	75.0
Gr3-5 Math	27.8	35.0	42.0	50.0
Gr6-8 Math	32.5	38.0	45.0	52.0
Gr8 Explore	9.5	15.0	20.0	27.0

Date Stamp November 22, 2012

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:	Harold Washington 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
Dr. Sandra F. Lewis	Principal
Mrs. Trina Tucker	Assistant Principal
Cheryl Jurincie	Counselor/Case Manager
Ms. Dean	Parent/ Guardian
Tammy Vance	Classroom Teacher
Diane Kemble	Classroom Teacher
Quiana Ruffin-Wiley	Classroom Teacher
Tavaris Kenny	Classroom Teacher
Cassandra Starr	Classroom Teacher
Marlene Brown	Special Education Faculty
F. Butler	Classroom Teacher
Angila Dawson	Support Staff

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	67.6	73.0	80.0	87.0	**Early Math** % of students at Benchmark on mClass	55.6	61.0	68.0	75.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.0	45.0	52.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	27.8	35.0	42.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.2	60.0	67.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.6	60.0	67.0	75.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.6	43.0	50.0	57.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.5	38.0	45.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.6	52.0	60.0	67.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.0	50.0	57.0	64.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	28.6	34.0	40.0	47.0	**Explore - Math** % of students at college readiness benchmark	9.5	15.0	20.0	27.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	3.1	4.1	3.1	2.1

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	72.7	78.0	85.0	90.0		**ISAT - Reading** % of students exceeding state standards	13.1	15.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.4	88.0	93.0	98.0		**ISAT - Mathematics** % of students exceeding state standards	16.0	18.0	23.0	28.0
ISAT - Science % of students meeting or exceeding state standards	66.1	70.0	75.0	80.0		**ISAT - Science** % of students exceeding state standards	0.9	12.0	17.0	22.0

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.	The goals are clear and but not directly measurable and are aimed at narrowing the achievement gap. The goals may not be directly aimed college and career readiness of students. The school plan has too many different priorities	
	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.	Principal provides basic information for families regarding school events and responds to request for information. Principal has an individual student/parent orientation meeting for each new enrollee Professional development is organized through whole staff development. Principal monitors instruction, reviews common assessment data and reviews RTI data during common planning meetings	

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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	Each teacher participates in at least two committees and is on the appropriate Grade level teams. ILT membership, grade level teams, RTI teams, Committee chair or membership, SIPAA/CWIP teams are all active within the school. Teachers lead professional development. There are grade level team leaders and grade level team leaders.	

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Improvement Work Plan**

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	ILT involves teachers from all schools (K-2), (3-5), (6-8) and paraprofessionals and special education. ILT is focused on Common Core Standards. The ILT provides professional development directly to teachers within specific grade level bands. There are at least 2 staff members working on the ILT for each band.	
Monitoring and adjusting	-->		**2**
• 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.	We have grade level meetings and common assessments. A majority of the teachers monitor and adjust instruction based on NWEA data, monthly and quarterly tests. More needs to be done regarding analyzing and prioritizing data to utilize it effectively. Teachers also make adjustments to instruction based on teacher observation rather than just hard data. More use of pretest needs to be implemented.	
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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**2**
DIMENSION 2: Core Instruction	• 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.	This varies by teacher. Curriculum mapping is used for some subject areas. Grade level teams meet to discuss common assessment and lesson planning. Text used for instruction is heavily focused on fiction and has grade appropriate complexity.	
	Instructional materials	-->		**3**
	• 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).	Materials available are aligned to standards. There is a great deal of materials available within the school. Materials available support differentiation.	

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 data is available to all teachers. Grade level teams bring data to every meeting. Common assessments are developed at grade level. Accommodations and modifications are in place for students with disabilities. It is possible that the assessments may not be varied enough (we are too heavy with multiple choice assessments). The assessments for students with disabilities may need additional modifications or may need to assess different areas and skills.	

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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.	Teachers clearly communicate the learning objectives, directions and procedures. Students are not prepared to do higher-level thinking. Students are not prepared to take the EXPLORE test. They are not taught to think through questions. They are prepared to take ISAT type tests. Students are not coming prepared to take critical thinking tests, A good vocabulary base is lacking. Students are ready to take multiple-choice test and but are not prepared to write their answers and justify them. We need to see more advanced vocabulary in their writing.	

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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.	Our intervention plan is in place but is not systematic enough to address the needs of the struggling student. In some places peer tutors have helped out but this is not effective enough for the advance (peer tutor) and for the struggling student. We do not have a systematic diagnostic assessment. Interventions are not closely monitored at least every 6 weeks.	
Whole staff professional development	-->		2
• 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.	Too many priorities make it difficult to stay focused	

Professional Learning

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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.	Teachers meet regularly and plan. During common planning meetings, teachers meet to review data. Grade level teams have special education team members. Planning time for next year will be more systematically set up for planning specific things by specific days. ILT next year will be supporting teams as appropriate.	
	Instructional coaching	--->		**2**
	• 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.	We currently do not have any designated teacher coaches. The rest is the same as the typical school.	

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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 teachers reinforce expectations for some students. College and career readiness is not a focus for all. Student leadership needs to be a bigger priority. We need to make use of what is available in CPS in college to career programs.	
	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.	Most students form bonds with adult advocates. Patterns of interactions are respectful. Students with disabilities are engaged in the school community.	
	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 effects of inappropriate/noncompliant behavior is inconsistently dealt with.	

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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.	School has high expectations that are not clearly articulated. Some staff members do not interpret high expectations in the same way as others. Principal communicates expectations to families regarding behavior and LSC. Teachers provide information regarding expectations through the newsletter. We need to communicate more clearly what a child is expected to do/learn at each grade level (the goal).	
	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.	There is a great deal of communications with parents through the use of newsletters, flyers, posters, parent meetings and phone calls. We need to reinstitute the parent workshops and make parents more aware of the workshops.	
	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.	School establishes a non-threatening, welcoming environment. We need to work on more ways to involve families in authentic and engaging activities.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**2**
	• 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.	School provides required services to students within the school building/typical school hours.	
6: College and Career Readiness Supports	**College & Career Exploration and election**	-->		**3**
	• 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 provides the "Gear Up" program and a college tour. The rooms on the 3rd floor recognize the traditionally Black Colleges. The counselor and teacher plan projects to support experiences. The school needs to provide information for college.	
	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.	Support for college and career planning is provided for all students. Information and opportunities to explore paths of interest are limited. The school encourages all students to take advanced courses. The school needs to improve the efforts to help students plan their careers.	
	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.	Currently, the school provides the following extracurricular programs: Charm, Basketball, Strings, Band, Concerned Christian Men, Majorettes, Yearbook Staff, JROTC, Joffrey Ballet, Art Club. However, the school does not offer any academic or writing extra	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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.	Students take the EXPLORE test.	
	College & Career Admissions and Affordability	-->		4
	• 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 - Harold Washington does not have students in 11th and 12 grade	
	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.	The school provides information to students and families as they transition between grade levels in the form of newsletters. Teachers communicate with each other as their students transition between grades through common planning. Benchmark grades provide reports to parents. Families of students with disabilities are provided with information regarding their students' transitions during annual review.	

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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.	Principal has solicited community partnerships (Concerned Christian Men, University of Illinois-Extension) to proved needed opportunities to students.	
	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 an assessment of student need, staff capacity and scheduling priorities. The school works to build a pool of potential staff members through encouraging volunteering at the school and through working closely with substitute teachers. Paraprofessional staff are highly qualified and are encouraged and given opportunities for responsible positions. Interview process with potential new hires may need to be expanded to include classroom lesson demonstrations.	
	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.	Teacher collaboration time occurs every week during common planning. It also occurs informally before and after school. Intervention for struggling students is schedule four days per week for one and one half hours. In areas of identified higher need extra personnel have been deployed to provide additional support. For next school year, dedicated times twice a week have been scheduled as intervention periods. School schedule also has scheduled elective times to develop students' interests in fine and performing arts and a variety of other areas.	

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

Harold Washington Elementary School collaborates with all stakeholders to empower students to be self-directed college and career ready graduates.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Building a collaborative culture with all stakeholders.	At this point we do not have as much parent/community involvement as we would like based on attendance at parent workshops, report card pick up days, request for parent participation. We have some student involvment with the community partnership programs.
2	Data driven instruction.	While NWEA scores have improved, the use of data driven instruction needs to improve to ensure that our students will be college and career ready.
3	Implementing writing in all content areas.	To better prepare students to be college and career ready and this is a major area in the common core state standards.
4	Develop units using the common core state standards in reading literature and informational text.	To increase job-embedded professional development building on skills in each grade level. To make teachers more literate in new common core stare standards. To identify strategies for response to intervention and enrichment.
5		

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
Building a collaborative culture with all stakeholders.	At this point we do not have as much parent/community involvement as we would like based on attendance at parent workshops, report card pick up days, request for parent participation. We have some student involvment with the community partnership programs.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify community resources to enrich curriculum and instruction.	Parental Involvement	All	Adminstration and Teachers	On-going			
Improve communication within the community , parents and school through the use of a school website, newletters, marquee, workshops, etc.	Parental Involvement	All	Adminstration and Teachers	On-going			
Recruit stakeholders and provide opportunities for them to contribute to the curriculum, instruction and extra-curricular activities.	LSC/ PAC/ PTA	All	Adminstration and Teachers	On-going			
Provide parents with text examplars by grade level.	Instructional Materials	All	Adminstration and Teachers	On-going			

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Data driven instruction.	While NWEA scores have improved, the use of data driven instruction needs to improve to ensure that our students will be college and career ready.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on the NWEA, DIBELS/TRC and mClass results, Identify the professional development needs within the grade bands.	Professional Development	All	Administration and ILT	On-going			
Provide professional development in the identified areas.	Professional Development	All	Administration and ILT	On-going			
Support teacher teams in analyzing data and planning instruction.	Professional Development	All	Administration and ILT				

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
Implementing writing in all content areas.	To better prepare students to be college and career ready and this is a major area in the common core state standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each classroom, nonfiction writing will demonstrate evidence-based responses to text.	Instruction	All	Administration and teachers	On-going			
Teachers within grade bands will develop performance based assessments.	Instruction	All	Administration and teachers	On-going			

Strategic Priority 4

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

Strategic Priority Description	Rationale
Develop units using the common core state standards in reading literature and informational text.	To increase job-embedded professional development building on skills in each grade level. To make teachers more literate in new common core stare standards. To identify strategies for response to intervention and enrichment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band.	Professional Development	All	Administration and ILT	On-going			
Teachers within grade bands will utilize CLI (Collaborative Learning Incorporated Software) to develop a literature unit.	Professional Development	All	Administration and ILT	On-going			
Teachers within grade bands will utilize CLI (Collaborative Learning Incorporated Software) to develop a informational unit.	Professional Development	All	Administration and ILT	On-going			

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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