



Adam Clayton Powell Paideia Community Academy ES



2012-2014 Continuous Improvement Work Plan

Skyway Elementary Network
7511 S South Shore Dr Chicago, IL 60649
ISBE ID: 150162990252785
School ID: 610281
Oracle ID: 26291

Mission Statement

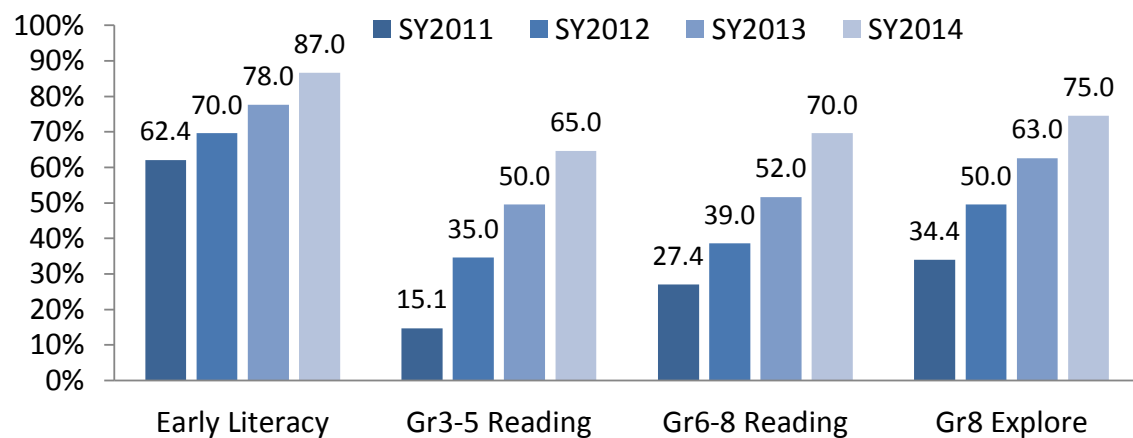
The mission of Adam Clayton Powell, Jr. Paideia Academy is to provide a quality education that enhances the development of the whole child. The Powell family promotes mutual respect, positive self-esteem, an appreciation for lifelong learning and fosters high expectations for academic achievement. We are dedicated to providing a positive learning environment conducive to maximizing the potential of all students, utilizing an innovative, rigorous, standards-based, data-driven curriculum that includes instructional best practices, the development of critical thinking skills and a respect for diverse learning styles.

Strategic Priorities

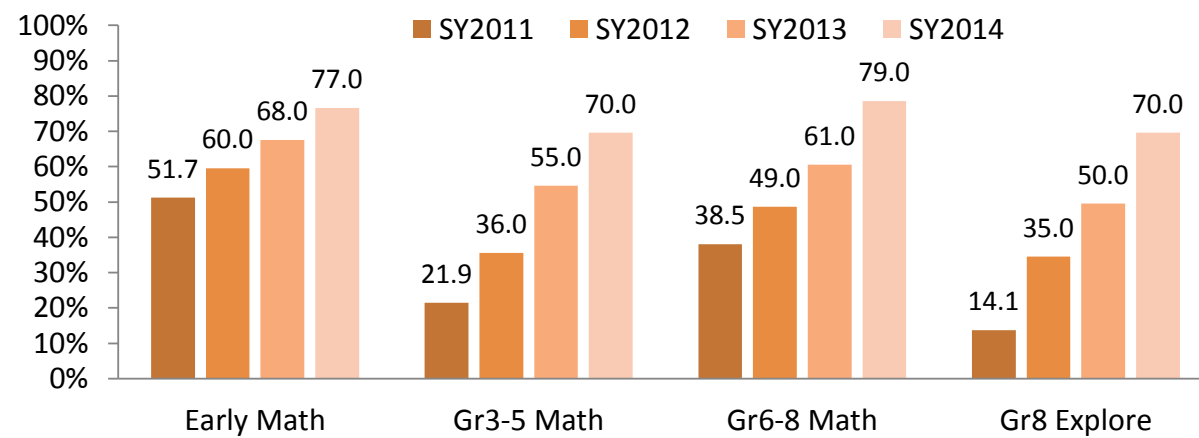
1. Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Literacy Content Framework.
2. Teachers will provide literacy instruction that is aligned to Common Core State Standards through high quality texts.
3. Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Mathematics Content Framework that will be fully implemented 2013-2014.
4. The Longer School Day schedule will provide more time for academic interventions for RtI tiered students, Students with Disabilities (SwD) and English Limited Learners (ELL). Teachers will provide reading and mathematics interventions to students during the Longer School Day.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Adam Clayton Powell Paideia Community Academy ES

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
Derek Jordan	Principal
Angela Peagler	Assistant Principal
Adrian Barnes	Classroom Teacher
Joycelyn Bryant-Beasley	Classroom Teacher
Kathy Embrey-Kidd	Classroom Teacher
Dorian Gamble	Classroom Teacher
Deloise Giles	Classroom Teacher
April Hunter	Classroom Teacher
Edwina Robison	Classroom Teacher
Juanita Adeoye	Special Education Faculty
Nasha Johnson	LSC Member
Marla Sylvain	LSC Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	62.4	70.0	78.0	87.0		Early Math % of students at Benchmark on mClass	51.7	60.0	68.0	77.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.1	35.0	50.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	21.9	36.0	55.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	29.0	43.0	64.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	42.8	46.0	60.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.4	39.0	52.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	38.5	49.0	61.0	79.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.7	54.0	67.0	84.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.8	56.0	69.0	88.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	34.4	50.0	63.0	75.0		Explore - Math % of students at college readiness benchmark	14.1	35.0	50.0	70.0



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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	95.6	96.5	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	15.7	13.0	12.0	11.0

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	76.0	80.0	86.0	92.0		ISAT - Reading % of students exceeding state standards	16.5	20.0	25.0	28.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.9	82.0	88.0	94.0		ISAT - Mathematics % of students exceeding state standards	16.8	20.0	25.0	28.0
ISAT - Science % of students meeting or exceeding state standards	74.2	80.0	87.0	93.0		ISAT - Science % of students exceeding state standards	8.3	14.0	20.0	26.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School has established clear, measurable academic goals for student achievement on state and district wide assessments. School has established clear, measurable academic goals for student achievement on state and district wide assessments. The teachers and administration have begun implementing CCSS to achieve specific state and district goals. Powell is aggressively aligning the curriculum to close the achievement gap among genders and Students with Disabilities and their non-disabled peers. The data team and the instructional leadership team are both reviewing school-wide assessment data and collaborating on the modification of school quarterly and yearly action plans, monitoring curriculum</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Administration regularly models the elements of a Professional Learning Community through Grade level Teams, and Instructional Leadership Team. Administration encourages targeted, effective professional development opportunities for teachers as approved CPDU providers are encouraging course offerings through CPS University. Administration provides verbal and written feedback and administration uses the teacher evaluation process to work with staff to determine specific measurable and attainable goals. The principal through his Open House State of the School address provide parents and community members with the Illinois' most current school composite and grade level assessment data from the previous school year. The principal informs parents of the school-wide goal for state assessment composite score for the current school, year and the principal shares with parents the monthly, quarterly and yearly instructional focus and supports that will be available to help students achieve school-wide goal and improve their level of performance from the previous years. i.e. SES after</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> A core group of teachers performs nearly all leadership duties in the school. A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer Each teacher has equity of voice in grade/course, ILT and whole staff meetings Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>There are teacher representatives from every grade level on the school Instructional Leadership Team. Every grade level has an appointed lead teacher. Powell has a lead Literacy Mentor Coach and Math Mentor Specialist within the teaching staff to help coach and professional develop their colleagues. Grade level teachers have a lead data member who analyzes the grade level data from formal and informal assessments, Dibels, mClass Math, Scantron, CCSS and ISAT. The ILT and the Data Team meet on a biweekly basis to discuss, implement and reflection on school wide data instructional practice aimed to improve student reading and math academic achievement. There are a few staff members that act as family liaisons for Powell parents. The counselor/case manager have implemented a viable Response to Intervention Team that is composed of General and Special Education teachers to provide interventions to students that are identified in the three tiered groups. The counselor/case manager has been certified to be a bilingual teacher to provide services to ELL students as needed. School has an active and viable Local School Council composed of parents, teacher</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>There are bi-monthly scheduled ILT Monthly Meetings. ILT members are composed of teachers from every grade level and Special Education department. The ILT meetings are organized through the use of the effective meeting agendas that are concise, specific and timed to narrow meeting focus to identify strengths, challenges and an action plan with a facilitator and a notetaker. The notetaker records the minutes of the ILT meeting that include topic, purpose, strengths, areas of growth, a plan of action, reflections and next steps. Most ILT meetings are teacher-led with feedback from administration and academic coaches. ILT members take professional development and information from the ILT meeting back to the grade level team meetings. ILT members who are apart of the school leadership team assist with the planning and implementation of whole staff professional development. ILT members working with academic coaches and administrative team during the summer months review school assessment data and assist in developing a school action plan to increase student academic achievement.</p>	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Powell's primary teachers with the assistance of the academic coaches analyze Dibels and mClass data every five to six weeks. Powell's intermediate and upper grades analyze Scantron, schoolwide quarterly reading and math assessment data and grade level which have been establish at the district level and school level to improve instruction of identifiable reading and math challenges. All grade levels engage in data discussions to determine improvement of quality of instruction as it relates to formative and summative grade level assessment data. School-wide data is</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>General and Special Education teachers during summer months are responsible for updating grade level curriculum. The curriculum includes monthly academic foci and quarterly pacing charts and guides. The curriculums include unit and lesson plans that are aligned to Illinois State Standards and the beginning process of aligning the curriculum to CCSS. Summer updates to the curriculum are reflective of school-wide and grade level quarterly assessments, district and state assessment data. Administration and academic coaches assist in monitoring the curriculum and updating process. Special education teachers work with their grade level teacher teams also collaborate and contribute to the curriculum by making accommodations and modifications specific to the student's IEPs they service. Additionally, the Special Education teachers provide intervention strategies and instructional action plans for general education teacher with academically struggling students.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Every grade level team including the Special Education teachers at their grade level work during the summer months to develop reading and math curriculum that aligns grade level instructional material to Illinois State Standards and have begun to align the curriculum to Common Core State Standards. General and Special Education teachers use assessment data to develop monthly, quarterly and yearly reading and math units of study to ensure Students with Disabilities (SwD) and English Limited Language Learners have modified and accommodate instruction to meet</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teachers during teacher in-service days at the beginning of each school year receive their classroom ISAT data from the previous school year. Additionally, teachers receive a Pathway Sheet of student academic achievement from the grade level teacher below them. The Pathway Sheet includes cumulative grades in reading and math, district and state assessment data, attendance, interventions such as RtI, Read 180, SES after school tutoring program and classroom intervention plans for each student. Teachers have continuously received professional development on the use of IMPACT CIM to retrieve individual student and whole classroom district and state assessment data. Teachers know how to use CIM to compare and contrast district and state assessment reports, develop flexible grouping based on student academic strengths and weaknesses, devise intervention plans for students and use instructional resources linked to CIM to re-teach, scaffold and enrich student academic strengths and weaknesses. During grade level meetings, hardcopies of grade level and classroom</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Grade level teachers communicate to their students in their classroom Illinois State Standards and have begun to communicate Common Core State Standards learning objectives on a daily basis. Standards are explained to students during daily instruction to clarify the relevance of learning and to make students accountable for their own learning. Across grade levels teachers are building on low level questions such as who, what, when, where and why with higher order questionings such as infer and predict. Using both lines of questioning promote student critical thinking and understanding. Common planning time, grade level meetings and professional development are times that teachers discuss monthly foci, units and lesson planning based on Illinois State Standards and how units and lesson planning can be aligned to CCSS as well as developing formative assessments based on Illinois State Standards as well as Common Core State Standards. Special Education teachers attend grade level meetings and use this time to develop scaffolded activities for SwD within the</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Due to the high mobility rate of students living in the school attendance area, students enrolling at Powell during the school year, Powell analyze current report card and/or progress report, ISAT test scores, copy of IEP or any other intervention plan started at the school prior to their enrollment. Students when they are placed in the classroom are administered grade level screening, and performance skills assessment to determine their foundational skills in reading and math. Additionally, academic coaches assist the classroom teacher in the screening and placement of new students. Academic coaches are able to make recommendations to the teacher about academic strengths, challenges and ways to remediate skill deficiencies. The RtI team is composed of the school counselor, the case manager, academic coaches and grade level representatives. The RtI team makes recommendations based on student performance data, students are assigned to a tier level and with the assigned teacher an intervention plan is developed. Teachers are responsible to provide the counselor with documentation to support intervention strategies such as small cooperative groups, academic</p>	
Whole staff professional development ----->			4
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold; font-size: 1.2em;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Grade level teachers and ILT members are polled during Teacher Institute Days at the beginning of the school year and at the semester break about additional professional development opportunities they feel they need as a grade level and as individual teachers. The polled professional development requests are reviewed as well as CIM- grade level and school-wide assessment data. The assessment data, school priority goals and Illinois and Common Core State Standards drive professional development. Teacher-led professional development is preferred at Powell. Administration, academic coaches and ILT members monitor professional development</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>The Fine Arts schedule allows for all grade levels to have a weekly common plan time. Academic coaches and administrators rotate through grade level meetings. Grade level teams submit to administration weekly common plan time minutes using the effective agenda and minute format used by the ILT team. Every grade level team has a ILT member. During the common plan time, grade level teachers work together to create Illinois and CCSS based units and lesson plans based on school-wide monthly foci. Academic coaches working with the primary grade level teams have data discussions around DIBELS and mClass Math. Academic coaches working with intermediate and upper grades analyze and discuss Scantron, CCSS assessments, grade level quarterly assessments, ISAT assessment data and 8th grade writing assessment data. Grade level team meeting include their grade level Special Education teachers. Unit , lesson assessment planning includes the Special Education teachers</p>	
	Instructional coaching ----->			
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>The instructional leadership team, the data team, academic coaches and grade level teachers provide coaching among each other according to their strengths and instructional expertise. New teachers are provided with effective induction support by academic coaches, grade level leaders, volunteer retired teachers and administration as well as the support provided by the state and Chicago Board of Education. Powell administration has enlisted the services of local college and university educational representatives to assist in the development of new teachers. Teachers create a personal professional development plan based on the current instructional needs of their students as identified through classroom assessment data, and administrative recommendations, ILT and individual teacher feedback.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>During Powell "College Days" staff and former students wear college paraphilia and share information about their college choice and their college experience. College insignias and banners are displayed in school major corridors and the school library. Primary grades participate in a Career Day Parade, intermediate and upper grades participate in a Career Fair. Eighth graders participate in the "We Are Ready" After School All-Stars College and Career Readiness program. Students in grades 6-8 participate in the AVID Program facilitated by the counselors. Students learn Cornell notetaking, research</p>	
	Relationships ----->			3
<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Student/Parent Advocates are available for students and parents. The advocate is to assist the student and/or family achieve the academic, social and career goals. Some Powell students and/or parents lack the resources to provide the supports their children need to be academic successful due to limited finances and/or health mental health challenges. The advocate addresses truancy, Students in Temporary Living Situations issues, high-risk students with behavioral and academic concerns. In order to facilitate Students with Disabilities (SwD) socialization and interaction with non-disable peers, SwD are assigned to a general education homeroom to transition with to whole school activities, lunch, Fine Arts classes, school entry and dismissal. SwD are encourage to</p>		
Behavior & Safety ----->			3	
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Teachers submitted to administration their classroom management plan that includes consequences and rewards that must include the school-wide incentive system, "Powell Bucks". Administration has implemented a PBIS school-wide incentive plan "Powell Bucks". School uses the Powell Discipline Referral Form to inform administration of student behavioral infractions that require a teacher to include description of student behavior, what interventions and</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The Principal through the Open House State of the School Address communicates with parents schoolwide academic performance, information relevant to their children and a schoolwide plan for academic improvement. At the beginning of every grading period, Powell host separate grade level meetings with parents to review student academic progress as it relates to CPS promotion policy, review student intervention plans and provide parents with additional academic resources and student program information. During these grade level meetings, parents meet with teachers and they receive at the beginning of the year a teacher classroom letter of introduction that explains student supply list, classroom management plan, teacher expectations for student behavior,</p>	
	Ongoing communication ----->			4
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>At the beginning of every grading period, the school host separate grade level meetings with parents to review student academic progress as it relates to CPS promotion policy, review student intervention plans and provide parents with additional academic resources such as free SES tutoring programs, City of Chicago Parks and Recreation tutoring and special academic programming during Track E fall, winter and spring</p>		
Bonding ----->			3	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>School has established a business model of daily operations and for dealing with parents formally requesting parent/teacher conferences, parents enrolling students must have proper paperwork, vendors and school visitors are to have scheduled appointments to meet with administration and school staff as to not interrupt the instructional program of the school. Administration encourages parents to attend monthly LSC meetings for the Principal's School Report, and school updates. PAC meetings provide opportunity for guest speakers and parent training on children positive self-esteem, bullying, avoidance of gangs, identification of drug abuse and conversations</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>School has staffed a Student/Parent Advocate position in which the advocate addresses truancy, Students in Temporary Living Situations issues, high-risk students with behavioral and academic concerns. Powell's Student/Parent Advocate and Counselor make home visits to address attendance, Students in Temporary Living Situations, Mental Health and Physical Health issues. The advocate</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>During Powell "College Days" staff and former students wear college paraphrenilia and share information about their college choice and their college experience. College insignias and banners are displayed in school major corridors and the school library. Primary grades participate in a</p>	
	Academic Planning ----->			3
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>During Powell "College Days" staff and former students wear college paraphernalia and share information about their college choice and their college experience. 8th graders participate in the " We Are Ready" After School All-Stars college and career readiness program. The program includes college exploration based on student interests and career choice, college costs and financing and college entry requirements, application process and college ACT/SAT entry scores requirements. Students are encouraged and recruited to participate in the 8th grade Algebra Program. At</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Powell provides a wide array of extracurricular sports teams academic clubs, school-wide events that expose most students to extracurricular and enriching opportunities- boys and girls basketball, girls' volleyball,</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>During Powell "College Days" staff and former students wear college paraphernalia and share information about their college choice and their college experience. 8th graders participate in the " We Are Ready" After School All-Stars college and career readiness programs</p>	their
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>During Powell "College Days" staff and former students wear college paraphernalia and share information about their college choice and their college experience. 8th graders participate in the " We Are Ready" After School All-Stars college and career readiness program. The program includes college exploration based on student interests and career choice, college costs and college financing through the FAFSA process, scholarships, grants and loans and college entry</p>	8th School All-
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Summer programs such as Step-Up to Kindergarten through 2nd grade ensures effective primary grades transition focusing on literacy development and reading enrichment. Kindergarten screening and orientation to facilitate school academic expectation and parent responsibilities as kindergartners through 2nd grade transition to become oriented into school life.</p> <p>At the beginning of every grading period, the school</p>	through transition focusing orientation to

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School allocates discretionary spending to supplement academic coaches to support teacher and address high-risk students reading and math instruction and interventions. Discretionary funds are used to purchase computer programs, software and applications to support reading and math instruction and intervention- Read 180, Study Island, grades 2-8, Leapfrog Reading and Math for grades K-2. Through grant-writing, funds have been awarded for students programming and fieldtrip opportunities to local museums, art galleries and theaters. School has established a</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Administration uses CPS yearly general education and special education projections as well as school's previous enrollment data to make staffing and scheduling decisions. Administration attends all CPS Hiring Fairs in order to collect resumes and meet potential applicants. In partnership with local universities and education major students are permitted to volunteer and participate in observation hours. Powell uses a multi- step interview process for all candidates that include a portfolio review, candidates who have taught previously at a CPS school are instructed to bring their most current teacher evaluation and classroom CIM district and state assessment data. Review of the candidates's assessment data provides greater insight into the candidate's</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>School-wide uninterrupted morning Reading Block, Fine Art schedule designed to facilitate weekly common planning time, Grade K-8. The Longer School Day schedule provides additional time that has been added to each grade level for RtI Intervention in Reading and Math. Students struggling with reading and math at the end of the present school year will be identified and placed in intervention programs at the beginning of the upcoming school year. Common plan time allows general and special education teachers' time to collaborate vertically</p>	



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

The mission of Adam Clayton Powell, Jr. Paideia Academy is to provide a quality education that enhances the development of the whole child. The Powell family promotes mutual respect, positive self-esteem, an appreciation for lifelong learning and fosters high expectations for academic achievement. We are dedicated to providing a positive learning environment conducive to maximizing the potential of all students, utilizing an innovative, rigorous, standards-based, data-driven curriculum that includes instructional best practices, the development of critical thinking skills and a respect for diverse learning styles.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Literacy Content Framework.	Teachers through professional development and knowing what students should know and be able to do according to CPS Literacy Common Core Standards will be able to plan units and lesson plans that include literary key shifts in instruction that will engage students in reading more complex texts, increase student academic vocabulary, build student knowledge through content-rich nonfiction and informational text and students will learn how to analyze through reading, a variety of texts and learn how to construct arguments based in textual evidence. Students thereby will gain the skills necessary to master curriculum align to the CCSS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career fields.
2	Teachers will provide literacy instruction that is aligned to Common Core State Standards through high quality texts.	Teachers need to implement a rigorous literacy curriculum. Implementation of a more rigorous literacy curriculum aligned to CCSS and CCRS will provide students with the skills needed to master curriculum aligned to CCSS and CCRS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career field. We are below 50% meeting growth targets in literacy for some grades.

3	Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Mathematics Content Framework that will be fully implemented 2013-2014.	Teachers through professional development and knowing what students need to be able to know and do according to CPS Mathematics Common Core Standards will be able to plan units and lesson plans that include mathematical key shifts in instruction that will help students develop deep conceptual understanding and procedural fluency. Students will be able to integrate math content and practice as well as make mathematical connections between content and practice across grade and follow a mathematical learning progression. Students thereby will gain the skills necessary to master curriculum align to the CCSS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career fields.
4	The Longer School Day schedule will provide more time for academic interventions for Rtl tiered students, Students with Disabilities (SwD) and English Limited Learners (ELL). Teachers will provide reading and mathematics interventions to students during the Longer School Day.	The Longer School Day schedule will provide teachers will more time provide interventions for Rtl Tiered students. As teachers align reading and math curriculum to CCSS and CCRS it will become evident that some students lacking foundational skills will have a greater need for academic supports and through the alignment of reading and math curriculum to CCSS and CRS, the Rtl process, implementation of the Longer School Day schedule and integration of technology into the classroom and instruction students will increase academic performance and acquire the skills needed to be successful in college and other career fields.
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
Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Literacy Content Framework.	Teachers through professional development and knowing what students should know and be able to do according to CPS Literacy Common Core Standards will be able to plan units and lesson plans that include literary key shifts in instruction that will engage students in reading more complex texts, increase student academic vocabulary, build student knowledge through content-rich nonfiction and informational text and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development on the key shifts in ELA and conducted by the Instructional Leadership Team to grade level teams.	ILT/ Teacher Teams	All	Administration, Academic Coaches, ILT	Quarter 1	On-going		
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade level band.	Professional Development	All	ILT, Teacher Teams	Summer 2012	On-going		
Inventory of grade level literary textbooks and supplemental resources to ensure they align with Common Core State Standards.	Instructional Materials	All	ILT, Teacher Teams	Summer 2012	Quarter 1		
At the recommendation of grade level teachers, academic coaches and ILT school will invest in supplemental non-fictional texts	Instructional Materials	All	Administration, Academic Coaches, ILT, Teacher Teams	Summer 2012	Quarter 1		
Teacher teams collaborate in grade level bands to develop units and lesson planning that align with CCSS and CCR standards and reflect the key shifts in instruction.	Instructional Materials	All	ILT Team, Academic Coaches, Grade Level Teachers	Summer 2012	On-going		
Grade level team review assessments, units and lesson planning to ensure their alignment with CCSS and CCR standards and reflect the key shifts in instruction.	Instructional Materials	All	Administration, Academic Coaches, ILT, Teacher Teams	Quarter 1	On-going		
Regularly conduct teacher observations at every grade level to ensure classroom instruction align with CCSS and CCRS ELA Standards and reflect the key shifts in instruction.	Instruction	All	Administration, Academic Coaches, ILT and Teacher Teams	Quarter 2	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
Teachers will provide literacy instruction that is aligned to Common Core State Standards through high quality texts.	Teachers need to implement a rigorous literacy curriculum. Implementation of a more rigorous literacy curriculum aligned to CCSS and CCRS will provide students with the skills needed to master curriculum aligned to CCSS and CCRS, perform well on state and district assessments as well as develop the skills needed to be successful in college and other career field. We are below 50% meeting growth targets in literacy for some

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core high quality texts that are aligned literacy instruction delivered by instructional leadership team to each grade level teams.	Professional Development	All	ILT Team, Academic Coaches, Grade Level Teachers	Quarter 1	On-going		
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts.	Instructional Materials	All	Grade Level Teachers, ILT Team	Summer 2012	Quarter 1		
Evaluate the use of texts by grade level bands and monitor quarterly use of the CCSS Literacy Framework for teaching during classroom observations.	Instructional Materials	All	ILT Team, Academic Coaches, Grade Level Teachers	Quarter 1	On-going		
Professional development on choice of informational text in long term planning and unit planning for Quarter 3 and 4.	Professional Development	All	ILT Team, Academic Coaches, Grade Level Teachers	Quarter 2	Quarter 3		
Professional development on Close Reading and Text Dependent Writing .	Professional Development	All	ILT Team, Academic Coaches, Grade Level Teachers	Quarter 2	Quarter 3		
Teacher teams collaborate in grade level bands to develop units and lesson planning using high quality texts through analysis of text complexity, use of information text, Close Reading and Text Dependent Writing .	Instructional Materials	All	ILT Team, Academic Coaches, Grade Level Teachers	Summer 2012	Quarter 4		



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
Teachers will understand the structure, the shifts of practice and know what students need to know and do to show mastery of the CCSS Mathematics Content Framework that will be fully implemented 2013-2014.	Teachers through professional development and knowing what students need to be able to know and do according to CPS Mathematics Common Core Standards will be able to plan units and lesson plans that include mathematical key shifts in instruction that will help students develop deep conceptual understanding and procedural fluency. Students will be able to integrate math content and practice as well as make mathematical

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for the implementation of Common Core Aligned mathematical instruction to each grade band	ILT/ Teacher Teams	All	Administration, Academic Coaches, ILT and Grade Level Teams	Quarter 2	Quarter 4		
Professional development on retrofitting existing instructional materials to drive intentionality of Practice Standards	ILT/ Teacher Teams	All	Administration, Academic Coaches, ILT Team, Grade Level Teams	Quarter 2	Quarter 4		
Conduct an audit of existing math materials aligned to Common Core	Instructional Materials	All	Grade Level Teams Academic Coaches, ILT Team	Summer 2012	Quarter 1		
Teachers collaborate with ILT and Academic coaches to understand instructional shifts and build tasks aligned to Bridge Plan	Instruction	All	Grade Level Teams Academic Coaches, ILT Team	Summer 2012	Quarter 2		
Grades 6-8 teachers use the Bridge Plan as basis for course content	Instruction	All	Grade Level Teams Academic Coaches, ILT Team	Quarter 1	Quarter 4		
Grade level team review assessments, units and lesson planning to ensure their alignment with CCSS and CCR standards and reflect the key shifts in instruction.	Instructional Materials	All	Administration, Academic Coaches, ILT, Teacher Teams	Quarter 1	On-going		
Regularly conduct teacher observations at every grade level to ensure classroom instruction align with CCSS and CCR, Math Bridge Plan and reflect the key shifts in instruction. (Grade 6-8)	Instruction	All	Administration, Academic Coaches, ILT and Teacher Teams	Quarter 2	Quarter 4		



Strategic Priority 3

All Math teachers explicitly incorporate Math Practices in instruction	Instruction	All	Academic Coaches, ILT and Teacher Teams	Quarter 4	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
The Longer School Day schedule will provide more time for academic interventions for RtI tiered students, Students with Disabilities (SwD) and English Limited Learners (ELL). Teachers will provide reading and mathematics interventions to students during the Longer School Day.	The Longer School Day schedule will provide teachers will more time provide interventions for RtI Tiered students. As teachers align reading and math curriculum to CCSS and CCRS it will become evident that some students lacking foundational skills will have a greater need for academic supports and through the alignment of reading and math curriculum to CCSS and CRS, the RtI process, implementation of the Longer School Day

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implementation of Longer School Day Schedule.	ILT/ Teacher Teams	All	School Administration, ILT and Grade Level Teams	Summer 2012	On-going		
Teachers working with Grade Level Teams and RtI team identify students in need of additional academic supports.	ILT/ Teacher Teams	All	Grade Level Teams, RtI Team, Counselor, Case Manager	Summer 2012	On-going		
Grade Level Teachers working with ILT Team and RtI Team to develop reading and math intervention strategies to be implemented during the longer reading and math instructional time during the Longer School Day schedule.	Instruction	All	Grade Level Teams, RtI Team, Counselor/Case Manager	Quarter 1	On-going		
Grade Level Teachers working with ILT Team, RtI Team identify reading and math instructional materials to be used during RtI instructional time during the longer school day.	Instructional Materials	All	Grade Level Teams, RtI Team, Counselor/Case Manager	Summer 2012	On-going		
Grade Level Teachers working with ILT Team, RtI Team identify reading and math technological supports to be used during RtI instructional time during the Longer School Day schedule.	Equipment/ Technology	All	Grade Level Teams, RtI Team, Counselor/Case Manager	Quarter 1	Quarter 2		



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