



2012-2014 Continuous Improvement Work Plan

William H Prescott Elementary School

Fullerton Elementary Network
1632 W Wrightwood Ave Chicago, IL 60614
ISBE ID: 150162990252410
School ID: 610136
Oracle ID: 25021



Mission Statement

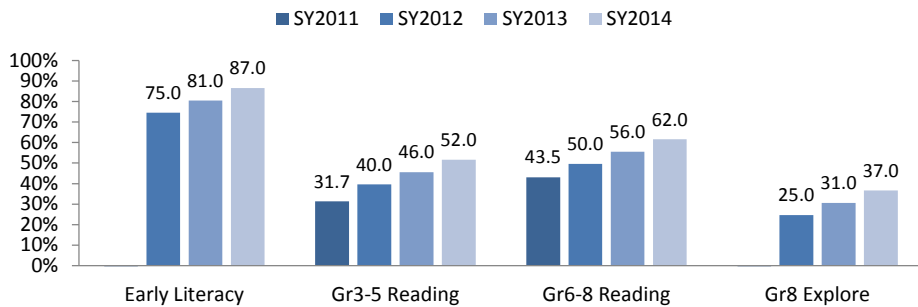
The mission of Prescott Magnet Cluster School, a Literature and Writing school, is to nurture creative minds and caring hearts that contribute significantly to their communities, through: rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams, and supportive partnerships.

Strategic Priorities

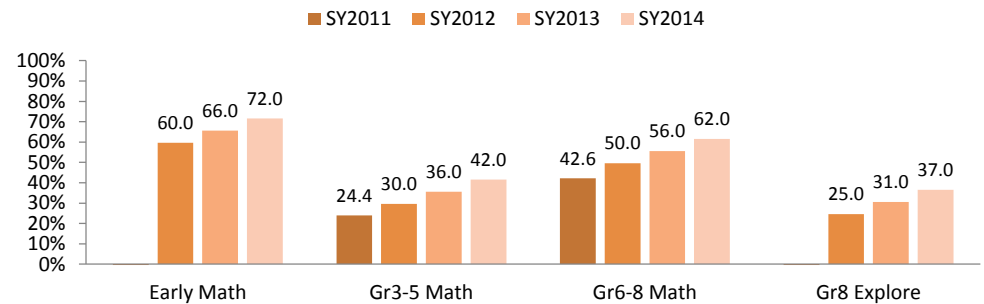
- 1. Diagnose and monitor individual student learning progress and adjust instruction accordingly
2. Embed social emotional learning, based on the Responsive Classroom framework, into daily instruction.
3. Prepare students for 8th grade Algebra, so students are on a path to Calculus by the end of high school.

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](http://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: | William H Prescott 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      |
| Erin Roche                | Principal               |
| Amanda Malsch             | Assistant Principal     |
| Kimberly Gow              | Classroom Teacher       |
| Amanda Kirshner (Hazelip) | Classroom Teacher       |
| Pamela Pierini            | Counselor/Case Manager  |
| Jennifer Phares           | Classroom Teacher       |
| Jennifer Lister           | LSC Member              |
| Lisa St. Marie            | LSC Member              |
| Paul Taneja               | ELL Teacher             |
| James Holder              | Support Staff           |
| Eric Marcus               | Parent/ Guardian        |
| Jennifer Brennan          | Assessment/Data Faculty |

## 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 |      |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| <b>Early Literacy</b><br>% of students at Benchmark on DIBELS, IDEL                                | NDA          | 75.0        | 81.0        | 87.0        |  | <b>Early Math</b><br>% of students at Benchmark on mClass                                       | NDA         | 60.0        | 66.0        | 72.0 |
| <b>3rd - 5th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 31.7         | 40.0        | 46.0        | 52.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 24.4        | 30.0        | 36.0        | 42.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 63.2         | 70.0        | 76.0        | 82.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 46.3        | 50.0        | 56.0        | 62.0 |
| <b>6th - 8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 43.5         | 50.0        | 56.0        | 62.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 42.6        | 50.0        | 56.0        | 62.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 65.9         | 75.0        | 81.0        | 87.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 61.7        | 70.0        | 76.0        | 82.0 |
| <b>8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Explore - Reading</b><br>% of students at college readiness benchmark                           | NDA          | 25.0        | 31.0        | 37.0        |  | <b>Explore - Math</b><br>% of students at college readiness benchmark                           | NDA         | 25.0        | 31.0        | 37.0 |

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### Climate & Culture

| All Grades  | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |   | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| <b>Attendance Rate</b><br>Average daily attendance rate | 93.5   | 96.0        | 96.0        | 96.0        |   |        |             |             |             |
|   |        |             |             |             | <b>Misconducts</b><br>Rate of Misconducts (any) per 100 | 73.9   | 40.0        | 40.0        | 40.0        |

### State Assessment

| All Grades<br>% Meets & Exceeds   | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | All Grades<br>% Exceeds  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| <b>ISAT - Reading</b><br>% of students meeting or exceeding state standards     | 73.3         | 80.0        | 85.0        | 90.0        |  | <b>ISAT - Reading</b><br>% of students exceeding state standards     | 8.9          | 15.0        | 20.0        | 25.0        |
| <b>ISAT - Mathematics</b><br>% of students meeting or exceeding state standards | 76.6         | 80.0        | 85.0        | 90.0        |  | <b>ISAT - Mathematics</b><br>% of students exceeding state standards | 16.0         | 20.0        | 25.0        | 30.0        |
| <b>ISAT - Science</b><br>% of students meeting or exceeding state standards     | 71.9         | 75.0        | 80.0        | 85.0        |  | <b>ISAT - Science</b><br>% of students exceeding state standards     | 3.1          | 10.0        | 15.0        | 20.0        |

## 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 |
|--------------------------------|---|---|---|------------|
| <b>DIMENSION 1: Leadership</b> | <b>Goals and theory of action</b> ----->  |   |   | <b>4</b>   |
|                                | <ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  | <p>The school has strategic, measureable, attainable, realistic, and timely (SMART) goals across grade levels and core disciplines. The goals seek to prepare students for rigorous academics at college-preparatory high schools.</p> <p>On-going analysis of data of a variety of assessments, such as the Benchmark Assessment System, Scantron, the Illinois Snapshot of Early Literacy, provides continuous monitoring and nimble adjustment of instruction at the school level and the individual student level.</p>  |            |
|                                | <b>Principal Leadership</b> ----->  |   |   | <b>3</b>   |
|                                | <ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul> | <p>Professional development is aligned with school goals, which are derived from analysis of data trends. For example, current data shows that vocabulary development among students is an important schoolwide need. Professional development in PreK-7th grade math and 8th grade Algebra will be important alignment across the continuum. Year long professional development then advances school goals. Additionally, a clear definition of co-teaching among Sped and general education teachers is needed to maximize communication and instructional practices.</p> <p>Teachers present to the entire faculty data on their student learning at regular intervals throughout the school year. Teacher presenters are given feedback from colleagues and administration regarding the data and next instructional responses.</p> <p>At the beginning of the school year, each teacher creates an individual professional development plan that is aligned with their</p> |            |

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| Typical School   | Effective School   | Evidence   | Evaluation |
|--|--|--|------------|
| <b>Teacher Leadership</b> ----->   |  |  | <b>3</b>   |
| <ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul> | <p>Individual teachers provide input toward school goals through a variety of leadership ways in committees, work groups, and representative structures, including (but not limited to):</p> <ul style="list-style-type: none"> <li>* SIPAAA/CIWP team</li> <li>* Grade Level Teams (GLTs)</li> <li>* Union representative</li> <li>* LSC Representatives</li> <li>* PPLC Representatives</li> <li>* Mentor teachers</li> <li>* Bilingual lead</li> <li>* Specialized Services Team</li> <li>* Erikson Coach</li> <li>* Committee Chair-- Family Reading Night</li> <li>* Committee Chair-- Family Science Night</li> <li>* Committee Chair-- Family Math &amp; Reading Night</li> <li>* Committee Chair-- Open House</li> <li>* Early Childhood Leadership Team</li> <li>* RTI Team</li> <li>* PTA liaison</li> </ul> <p>Individual teachers are encouraged to brainstorm and provide</p> |            |

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| Typical School   | Effective School   | Evidence  | Evaluation |
|--|--|---|------------|
| <b>Instructional Leadership Team (ILT)</b> ----->  |  |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul> | <ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul> | <p>The school engages faculty and staff strategically and on a representative basis in a number of ways. The ILT and other groups provide input on timely concerns for specialized services, professional development, curricular improvements, coaching, instructional practices, bilingual student learning, and facilities and operations. Teacher teams analyze data to understand student learning progress and instructional areas to improve. Teachers then share with colleagues expertise related to the area of need based on the data analysis and professional development needs.</p> <p>As a small school, it is conducive for teachers, administrators, staff, and parents to meet informally and formally to discuss and address schoolwide needs as well as individual student needs.</p> <p>ILT meetings are regular, frequent, and pertinent to timely needs, so responses can be strategic and directed to needs. Participatory discussion and action is strongly encouraged and developed. Both quantitative and qualitative data are used to inform decisions to ensure a strong basis for subsequent programming or</p> |            |
| <b>Monitoring and adjusting</b> ----->   |  |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> </ul>  | <p>On a regular basis, teachers analyze in Grade Level Teams and individually student learning data from a variety of assessments. Results are discussed in Grade Level Teams with colleagues and administration. This can be a coaching session to help teachers craft subsequent instruction.</p> <p>Teachers present regularly on their analyzed data to their colleagues. They receive feedback to inform and adjust instructional practices, such as flexible grouping.</p>  |            |



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|   | Typical School   | Effective School  | Evidence  | Evaluation |
|---|--|---|---|------------|
| <b>DIMENSION 2: Core Instruction</b>  | <b>Curriculum</b> ----->   |   |   | <b>2</b>   |
|   | <ul style="list-style-type: none"> <li>• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>• Short- and long-term plans do not consistently differentiate by learner need.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>* Grade level curricula is mapped and paced in all subjects except Social Studies.</li> <li>* Analysis indicates that additional curricula, such as math and vocabulary, are needed to ensure that Common Core State Standards are covered. To that end, each grade level has supplemental curricula that is mapped and paced.</li> <li>* Data from regular assessments informs teacher decisions regarding timely and appropriate learning topics.</li> <li>* Curricula mapping and pacing is planned to be completed for the next school year.</li> <li>* Curricula is adjusted for students with disabilities or ELLs as determined by IEPs or individual ELL needs, respectively.</li> </ul> |            |
|   | <b>Instructional materials</b> ----->  |   |   | <b>2</b>   |
|   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>  | <ul style="list-style-type: none"> <li>• Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>  | <ul style="list-style-type: none"> <li>* Grade level curricula is supported by instructional materials that advance learning standards from the Common Core State Standards.</li> <li>* Visual materials, graphic organizers, kinesthetic tools, and other instructional materials provide additional access to learning for students with disabilities as well as ELLs. These materials are used in a way to tailor to individual student needs as determined by learning expectations and informed by regular assessment data.</li> </ul>   |            |
| <p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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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|--|---|--|------------|
| <b>Assessment</b> ----->   |   |  | <b>4</b>   |
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul> | <ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul> | <ul style="list-style-type: none"> <li>* A variety of assessments provide regular sets of data to inform teacher decisions regarding adjustments to instruction.</li> <li>* In weekly grade level team meetings, teachers analyze sets of data as well as student work such as student writing, spelling, sight words, tests, and projects.</li> <li>* Types of formal assessments include Scantron, Illinois Snapshot of Early Literacy (ISEL), Sitton list (sight words), Fountas &amp; Pinnell's Benchmark Assessment System (BAS I &amp; II), end-of-unit assessments in FOSS, SEPUP, Everyday Math, Making Meaning, and Being a Writer.</li> <li>* Types of informal assessments include student writing, homework, classwork, lab writing and analysis, math mastery, and project work.</li> <li>* Students with IEPs or ELLs are given appropriate modifications and accommodations on assessments, so their learning is accurately represented.</li> </ul> |            |

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| Typical School  | Effective School  | Evidence   | Evaluation |
|---|---|--|------------|
| <b>Instruction</b> ----->   |   |  | <b>3</b>   |
| <ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul> | <ul style="list-style-type: none"> <li>* Teachers provide clear learning expectations, based on the Common Core State Standards and other standards, via Curriculum brochures, parent-teacher conferences, open houses, family nights, and individual meetings.</li> <li>* Most teachers use explicit (low-level) as well as inferential and implicit (high-level) questions to prompt student thinking and understanding regarding learning skills and concepts.</li> <li>* Curricula are mostly paced via pacing charts that align with to learning expectations. Teachers adjust pacing based on indicators of previous student learning such as Scantron (MAP), ISEL, BAS, or teacher-made assessments.</li> <li>* Based on student learning needs, especially for ELL students and students with IEPs, teachers adjust instructional practices.</li> <li>* Most teachers use formative assessments from daily quizzes, teacher observations, and other other methods to gauge student learning progress and subsequently and appropriately adjust instruction.</li> <li>* On-going support is given to teachers to deepen knowledge of</li> </ul> |            |

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|                              | Typical School  | Effective School  | Evidence   | Evaluation |
|------------------------------|---|---|--|------------|
|                              | <b>Intervention</b> ----->  |   |  | <b>3</b>   |
|                              | <ul style="list-style-type: none"> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul> | <ul style="list-style-type: none"> <li>Regular student learning data informs teacher Grade Level Teams and the Specialized Services Team of student learning progress, including students who are below and above grade level.</li> <li>At regular team meetings, teacher analyze and discuss individual student learning progress.</li> <li>Regularly, teacher and the Case Manager discuss struggling students and create instructional plans for Tier II or other appropriate interventions.</li> <li>Interventions include small group instruction, Project Boost (one-on-one intervention for decoding and comprehension), the after-school Reading Tutoring Program, an RTI Interventionist (if available), Guided Math, and other supports.</li> <li>The RTI Team, Grade Level Teams, the Case Manager, and the leadership team regularly monitor identified struggling students for progress.</li> </ul> |            |
| <b>Professional Learning</b> | <b>Whole staff professional development</b> ----->  |   |  | <b>3</b>   |
|                              | <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>   | <ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>Staff professional development is based on student learning data from the ISAT and formal and informal assessments as well as teacher input on specific needs.</li> <li>Each teacher develops an individual professional development plan that is aligned with the school's goals.</li> <li>Each teacher presents progress quarterly on their individual professional development plan (qv)</li> <li>Each teacher presents quarterly to the faculty on their analysis of student learning data (ISEL, Scantron, BAS, etc.) and relevant adjustment of instructional plans based on analysis of student learning data</li> </ul>   |            |

### School Effectiveness Framework

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|                     | Typical School   | Effective School  | Evidence  | Evaluation |
|---------------------|--|---|---|------------|
| <b>DIMENSION 3:</b> | <b>Grade-level and/or course teams</b> ----->  |   |   | <b>4</b>   |
|                     | <ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>Grade Level Teams meet weekly to discuss the learning progress of specific students</li> <li>Grade Level Teams include homeroom teachers, Special Education Teachers, ELL Teachers, and an administrator</li> <li>Grade Level Teams analyze student learning data, attendance patterns, RTI interventions, and classroom instructional strategies that will specifically advance individual student learning.</li> <li>Teachers use Grade Level Team meetings to prepare their quarterly presentations to the faculty regarding student learning progress.</li> <li>Teachers meet in Grade Level Teams to plan and discuss progress on individual professional development plans.</li> <li>Quarterly progress on student learning based on student learning data is structured through a standard set of questions.</li> <li>Quarterly presentations on progress of individual teacher professional development plans is structured from a standard set of questions.</li> </ul> |            |
|                     | <b>Instructional coaching</b> ----->   |   |   | <b>2</b>   |
|                     | <ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>  | <ul style="list-style-type: none"> <li>The school has assigned coaches to provide formative feedback to individual teachers on a weekly basis at Grade Level Team meetings.</li> <li>The school has assigned administrators to specific teachers to provide formal feedback.</li> <li>Teachers work in teams to develop curricula.</li> <li>The school has talked about but not yet established a system for collegial classroom visits.</li> <li>Additional coaching professional development is planned for 2012-13 school year.</li> </ul>   |            |

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|   | Typical School   | Effective School  | Evidence   | Evaluation |
|---|--|---|--|------------|
| <b>DIMENSION 4: Climate and Culture</b> | <b>High expectations &amp; College-going culture</b> ----->  |   |  | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>   | <ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>   | <ul style="list-style-type: none"> <li>Almost all teachers consistently enact Responsive Classroom, which provides a framework by which classroom and school community can be built.</li> <li>The school has a strong expectation that students are preparing to attend college, including a culture of reading, celebration of 8th grade acceptances to college-preparatory high schools, parent workshops for parents of 6-8th graders to provide information about requirements for college-preparatory high schools, and college flags lining hallways.</li> <li>Students are involved in building a strong student culture of</li> </ul>  |            |
|   | <b>Relationships</b> ----->  |   |  | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul> | <ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul> | <ul style="list-style-type: none"> <li>Almost all students connect substantially with a teacher or other adult who knows them well-- their interests, their strengths, their needs, and their families.</li> <li>Teachers and students typically treat others with care and concern about each other and learning goals.</li> <li>Students with IEPs and ELLs are fully involved in learning opportunities across academic, social, emotional, and physical development.</li> <li>The school works closely with individual parents and parent groups to create strong connections and consistent, positive messages to children about the importance of learning across domains.</li> <li>Student backgrounds are acknowledged and celebrated in a variety of ways-- for example, a recently arrived Moroccan family asked to</li> </ul> |            |
| <b>Behavior &amp; Safety</b> ----->     |  |   | <b>4</b>   |            |

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| Typical School  | Effective School  | Evidence   | Evaluation |
|---|---|--|------------|
| <ul style="list-style-type: none"> <li>• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>• School environment occasionally leads to situations un-conducive to learning.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff establishes and maintains a safe, welcoming school environment.</li> </ul> | <ul style="list-style-type: none"> <li>* The school consistently implements the School Code of Conduct.</li> <li>* School-wide and classroom expectations of student behavior are generally clear and consistent.</li> <li>* Students are welcomed daily by administrators at the school entrance.</li> <li>* Visitors and parents are greeted and warmly with signage and staff.</li> <li>* School facilities are well maintained, attractive, and clean to send a message to students, families, staff, and visitors that they have a wonderful school at which to learn and work</li> </ul> |            |

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|   | Typical School   | Effective School   | Evidence  | Evaluation |
|---|--|--|---|------------|
| <b>NSION 5: Family and Community Engagement</b> | <b>Expectations</b> ----->   |  |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul> | <ul style="list-style-type: none"> <li>The school and district provide regular, relevant information to parents regarding their child's learning accomplishments as well as whole-school student learning achievement.</li> <li>The principal, LSC, and faculty share the same goals for students to be at grade level on their way to entrance to college-preparatory high schools.</li> <li>The principal, LSC, and faculty project their mutually-shared school goals in many venues and opportunities with the larger school community.</li> <li>Teachers and the school collaborate to provide parents and the school community with clear learning expectations via curriculum brochures, open houses, family nights, parent-teacher conferences, and individual meetings.</li> </ul> |            |
|   | <b>Ongoing communication</b> ----->  |  |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers, administrators, the Counselor, Teacher Assistants, and the Specialized Services team proactively connect with parents regarding student learning progress.</li> <li>Quarterly letters go home to parents to inform them of their child's reading level according to the Benchmark Assessment System (BAS) and to provide ways that families can support student learning.</li> <li>Teachers regularly solicit from parents ideas and information</li> </ul>  |            |
|   | <b>Bonding</b> ----->  |  |   | <b>4</b>   |



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|              | Typical School  | Effective School  | Evidence  | Evaluation |
|--------------|---|---|---|------------|
| <b>DIMEI</b> | <ul style="list-style-type: none"> <li>• The school has a business-like atmosphere.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• The school establishes and non-threatening, welcoming environment.</li> <li>• The principal leads the work to empower and motivate families and community to become engaged.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>* The school's entrance is welcoming and inviting with friendly signage and a clean and safe entrance area.</li> <li>* The school works with parent organizations to provide multiple, on-going opportunities for parents to be involved in children's learning-- daily volunteering, trained tutoring, fundraising, workshops regarding children's learning and parenting, family nights, service day, and others.</li> <li>* Parents and families are encouraged to attend the Celebrations of Learning at which classes of children present their learning to the school.</li> <li>* Parents and families are encouraged to attend the Recognitions of</li> </ul> |            |

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|  | Typical School  | Effective School   | Evidence  | Evaluation |
|--|---|--|---|------------|
| <b>N 6: College and Career Readiness Supports</b>  | <b>Specialized support</b> ----->   |  |   | <b>4</b>   |
|  | <ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>  | <ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>   | <ul style="list-style-type: none"> <li>The Counselor and Specialized Services team coordinates resources for families in need-- for example, divorcing parents, death in the family, and homelessness.</li> <li>Home visits are conducted to support student attendance and for other needs.</li> <li>The school connects families to a multitude of resources such as</li> </ul> |            |
|  | <b>College &amp; Career Exploration and election</b> ----->   |  |   | <b>3</b>   |
|  | <ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> </ul>                    | <ul style="list-style-type: none"> <li>Teachers and the Counselor provide information and workshops on college expectations as well as CPS' application process to college-preparatory high schools.</li> <li>Student learning includes experiences related to different careers and jobs in transportation, emergency safety, and others.</li> </ul>                             |            |
| <b>Academic Planning</b> ----->  |   |  | <b>3</b>  |            |
| <ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul> | <ul style="list-style-type: none"> <li>The school gives students opportunities for students to learn about academic expectations for college, including exposure to a rigorous, college-preparatory curriculum as well as interaction with college students.</li> </ul>                  |   |            |
| <b>Enrichment &amp; Extracurricular Engagement</b> ----->  |   |  | <b>3</b>  |            |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> </ul>  | <ul style="list-style-type: none"> <li>The school organizes a variety of after-school programs with several different partners.</li> <li>After-school programs range from theater, sports, language, and arts &amp; crafts to homework help, tutoring, the Chicago Children's</li> </ul> |   |            |

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|                           | Typical School   | Effective School  | Evidence   | Evaluation |
|---------------------------|--|---|--|------------|
| <b>DIMENSIO</b>           | <b>College &amp; Career Assessments</b> ----->   |   |  | <b>3</b>   |
|                           | <ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>                                    | <ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>  | <ul style="list-style-type: none"> <li>The school's curriculum, assessments, and instruction prepare students to be on grade level on their way to college-preparatory high schools and college entrance.</li> </ul>   |            |
|                           | <b>College &amp; Career Admissions and Affordability</b> ----->  |   |  |            |
|                           | <ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Applies to high schools only.</li> </ul>  |            |
| <b>Transitions</b> -----> |  |   | <b>3</b>   |            |
|                           | <ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>       | <ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>                                      | <ul style="list-style-type: none"> <li>The school reaches out to parents and children at different transition points to explain expectations and problem-solve individual needs. These include Kindergarten Orientation, PreK Orientation, and High School Orientation. The last orientation is for 6th, 7th, and 8th graders and their families to work with teachers to learn about apply to high schools.</li> <li>Workshops, newsletters, and conferences prepare parents for transition years.</li> <li>Teachers use daily morning meetings to explain and prepare</li> </ul> |            |

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|  | Typical School  | Effective School  | Evidence  | Evaluation |
|--|---|---|---|------------|
| <b>DIMENSION 7: Resource Alignment</b> | <b>Use of Discretionary Resources</b> ----->  |   |   | <b>3</b>   |
|  | <ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>   | <ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>  | <ul style="list-style-type: none"> <li>* The school, through on-going discussions and information-gathering, matches discretionary resources to specific needs that teachers, staff, parents, and leadership have identified.</li> <li>* External partnerships with DePaul University, Alliant Credit Union Foundation, the Erikson Institute, Prescott Parents, and the Prescott PTA provide substantial additional assistance and opportunities for the school community.</li> <li>* The school monitors reources carefully to make sure they are maximized to best help students get to grade level and above on their way to college-preparatory high schools.</li> </ul>   |            |
|  | <b>Building a Team</b> ----->   |   |   | <b>3</b>   |
|  | <ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul> | <ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul> | <ul style="list-style-type: none"> <li>* The school proactively builds formal and informal networks among educators in order to develop relationships and pipelines with high-quality organizations.</li> <li>* The school appraises quality teachers and staff through trial periods, interviews, demonstration lessons, demonstrated results on student learning, reference checks, and other measures.</li> <li>* Teachers and staff provide input to the decision-making process of hiring long-term faculty and staff.</li> <li>* A holistic approach helps to identify potential faculty and staff who can significantly contribute to student learning, team collaboration, family involvement, professional development, and community-building.</li> </ul> |            |
|  | <b>Use of Time</b> ----->   |   |   | <b>3</b>   |

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| Typical School   | Effective School   | Evidence  | Evaluation |
|--|--|---|------------|
| <ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul> | <ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul> | <ul style="list-style-type: none"> <li>* The school schedule is student-centered in that it supports high-level student learning and maximized learning opportunities for students.</li> <li>* Common planning time is built into the schedule so teachers can meet weekly in Grade Level Teams to analyze student learning data, plan instruction, and collaborate on collegial learning.</li> <li>* As needs of individual students or groups of students are identified, the schedule is adapted to provide students with extra or tailored learning support.</li> </ul> |            |

## 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 Prescott Magnet Cluster School, a Literature and Writing school, is to nurture creative minds and caring hearts that contribute significantly to their communities, through: rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams, and supportive partnerships.

### Strategic Priorities

| # | Priority Description: Write in the description of your priority.   | Rationale: Write in your rationale (see instructions for guiding questions).   |
|---|--|--|
| 1 | Diagnose and monitor individual student learning progress and adjust instruction accordingly             | Not all students are at grade level or above. To get students to grade level or above, instruction needs to be tailored to support individual progress throughout the school year.   |
| 2 | Embed social emotional learning, based on the Responsive Classroom framework, into daily instruction.    | Students need to develop other 21st Century Skills (see Tony Wagner of Harvard University). To get students to develop "Executive Function," students need to be able to solve problems, collaborate with a team, lead projects, and persist in the face of a challenge. |
| 3 | Prepare students for 8th grade Algebra, so students are on a path to Calculus by the end of high school. | Preparation for 8th grade Algebra begins with PreK math. The Common Core State Standards provides the learning expectations. To prepare students for 8th grade Algebra, math curricula needs to be coherent across grades PreK-8th grade Algebra.                        |
| 4 | Optional   |  |
| 5 | Optional   |  |

### Strategic Priority 1

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

| Strategic Priority Description   | Rationale  |
|--|--|
| Diagnose and monitor individual student learning progress and adjust instruction accordingly | Not all students are at grade level or above. To get students to grade level or above, instruction needs to be tailored to support individual progress throughout the school year. |

### Action Plan

### Monitoring

| Milestones   | Category                   | Target Group        | Responsible Party     | Start     | Completed | Status | Comments & Next Steps                      |
|--|----------------------------|---------------------|-----------------------|-----------|-----------|--------|--|
| Assess all K-8 students on Benchmark Assessment System   | Instruction                | All                 | Teachers              | Quarter 1 | Quarter 1 |        | Beginning of school year                   |
| Assess all K-8 students on Benchmark Assessment System   | Instruction                | All                 | Teachers              | Quarter 2 | Quarter 2 |        | Middle of school year (end of 2nd Quarter) |
| Assess all K-8 students on Benchmark Assessment System   | Instruction                | All                 | Teachers              | Quarter 4 | Quarter 4 |        | End of school year                         |
| Teachers analyze results of BAS to identify individual student specific learning needs   | ILT/ Teacher Teams         | All                 | Teachers              | On-going  | Quarter 4 |        |  |
| Teachers adjust instruction based on results of assessments  | Instruction                | All                 | Teachers              | On-going  | Quarter 4 |        |  |
| After-school tutoring program assists struggling students  | After School/ Extended Day | All                 | Teachers              | On-going  | Quarter 4 |        |  |
| Project Boost, which trains parents, assists struggling students   | Parental Involvement       | Other student group | Parents               | On-going  | Quarter 4 |        |  |
| Assess all PreK students in the Kindergarten Readiness assessment  | Instruction                | All                 | Teachers              | Quarter 1 | Quarter 1 |        | Beginning of school year                   |
| Assess all PreK students in the Kindergarten Readiness assessment  | Instruction                | All                 | Teachers              | Quarter 2 | Quarter 2 |        | Middle of school year (end of 2nd Quarter) |
| Assess all PreK students in the Kindergarten Readiness assessment  | Instruction                | All                 | Teachers              | Quarter 4 | Quarter 4 |        | End of school year                         |
| Recruit and hire teachers and staff who support and embody a culture of using student learning data to inform instruction.   | Staffing                   | All                 | Principal             | On-going  | Quarter 4 |        |  |
| Engage parents in understand student learning expectations, analysis of student learning data, and adjustment of instruction to meet individual student needs.           | Parental Involvement       | All                 | Parents and Teachers  | On-going  | Quarter 4 |        |  |
| Engage students in understanding expectations about their learning, to analyze their data for progress toward expectations, and ways they can accelerate their learning. | Other                      | All                 | Students and Teachers | On-going  | Quarter 4 |        |  |



**Strategic Priority 1**

|  |                          |     |          |           |           |  |  |
|--|--------------------------|-----|----------|-----------|-----------|--|--|
| Teacher presentations to the faculty regarding student learning data | Professional Development | All | Teachers | Quarter 1 | Quarter 1 |  | Beginning of school year                   |
| Teacher presentations to the faculty regarding student learning data | Professional Development | All | Teachers | Quarter 2 | Quarter 2 |  | Middle of school year (end of 2nd Quarter) |
| Teacher presentations to the faculty regarding student learning data | Professional Development | All | Teachers | Quarter 4 | Quarter 4 |  | End of school year                         |
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**Strategic Priority 2**

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