



2012-2014 Continuous Improvement Work Plan

Ralph H Metcalfe Elementary Community Academy

Lake Calumet Elementary Network
12339 S Normal Ave Chicago, IL 60628
ISBE ID: 150162990252804
School ID: 609902
Oracle ID: 31061



Mission Statement

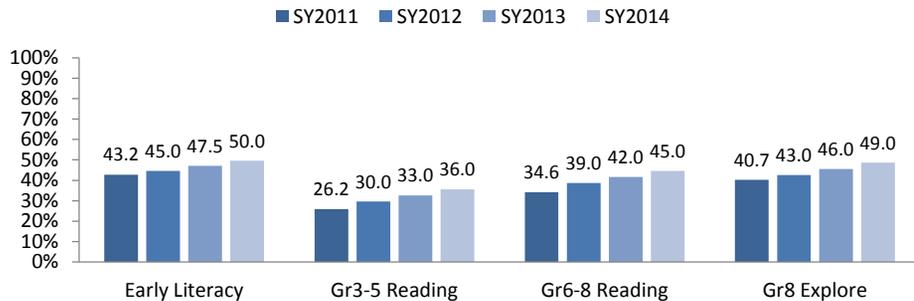
Our mission is to provide students with an engaging and rigorous educational experience which will promote academic excellence, good citizenship and, develop a global vision for collaboration with others. These goals will be implemented through balanced literacy, math and science standards based on the Common Core, which incorporates rigorous, differentiated instruction, project based instruction, technology, professional development, community involvement and a focus on college and careers.

Strategic Priorities

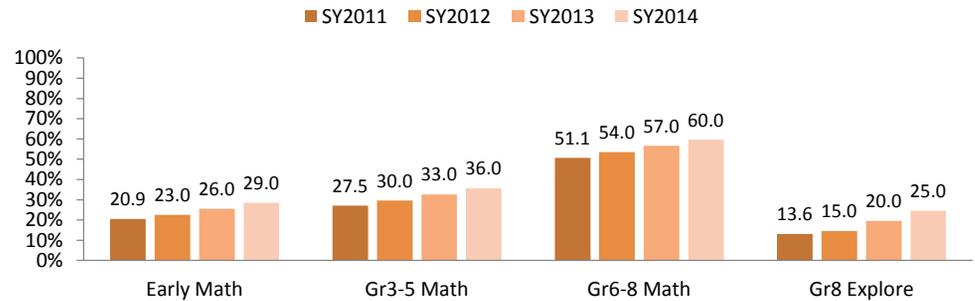
- 1. The Metcalfe staff will increase overall academic achievement rates in Reading and Math (grades 3rd - 8th) well as College and Career readiness rates, overall, by at least three percentage points per year.
2. Metcalfe's administrative team will work with the ILT Team and regular staff members to continue to align curriculum to the Common Core Standards.
3. Metcalfe's administrative team will work with the ILT Team and regular staff Metcalfe will implement the Longer School Day with fidelity.
4. Metcalfe's administrative team and staff will continue to maintain a safe school environment.

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: | Ralph H Metcalfe Elementary Community Academy |

### Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

| CIWP Team              |                           |
|------------------------|---------------------------|
| Name (Print)           | Title/Relationship        |
| Dr. Patricia Wakefield | Principal                 |
| Mrs. Pamela Dukes      | Assistant Principal       |
| Mr. Leotis Johnson     | LSC Member                |
| Ms. Virginia Nemo      | Parent/ Guardian          |
| Ms. Robin Baxter       | Lead/ Resource Teacher    |
| Mr. Mark Carson        | Lead/ Resource Teacher    |
| Ms. Carol Casey        | Special Education Faculty |
| Ms. Zipporah Gwinn     | Classroom Teacher         |
| Ms. Mary Helem         | Classroom Teacher         |
|                        |                           |
|                        |                           |
|                        |                           |



## Elementary Goal Setting

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

## Academic Achievement

| Pre-K - 2nd Grade  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | SY2011 Score  | SY2012 Goal | SY2013 Goal | SY2014 Goal |      |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| <b>Early Literacy</b><br>% of students at Benchmark on DIBELS, IDEL                                | 43.2         | 45.0        | 47.5        | 50.0        |  | <b>Early Math</b><br>% of students at Benchmark on mClass                                       | 20.9        | 23.0        | 26.0        | 29.0 |
| <b>3rd - 5th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 26.2         | 30.0        | 33.0        | 36.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 27.5        | 30.0        | 33.0        | 36.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 47.3         | 50.0        | 53.0        | 56.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 42.7        | 45.0        | 48.0        | 51.0 |
| <b>6th - 8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 34.6         | 39.0        | 42.0        | 45.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 51.1        | 54.0        | 57.0        | 60.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 57.6         | 60.0        | 63.0        | 66.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 60.5        | 63.0        | 66.0        | 69.0 |
| <b>8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Explore - Reading</b><br>% of students at college readiness benchmark                           | 40.7         | 43.0        | 46.0        | 49.0        |  | <b>Explore - Math</b><br>% of students at college readiness benchmark                           | 13.6        | 15.0        | 20.0        | 25.0 |



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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 | 94.9   | 95.0        | 95.5        | 96.0        |  |        |             |             |             |
| <b>Misconducts</b><br>Rate of Misconducts (any) per 100 | 22.3   | 21.0        | 20.0        | 19.0        |  |        |             |             |             |

### 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     | 68.3         | 70.0        | 72.0        | 74.0        |  | <b>ISAT - Reading</b><br>% of students exceeding state standards     | 12.6         | 15.0        | 17.0        | 19.0        |
| <b>ISAT - Mathematics</b><br>% of students meeting or exceeding state standards | 76.8         | 78.0        | 80.0        | 82.0        |  | <b>ISAT - Mathematics</b><br>% of students exceeding state standards | 18.2         | 20.0        | 22.0        | 24.0        |
| <b>ISAT - Science</b><br>% of students meeting or exceeding state standards     | 56.6         | 57.0        | 58.0        | 59.0        |  | <b>ISAT - Science</b><br>% of students exceeding state standards     | 12.3         | 14.0        | 15.5        | 17.0        |

### School Effectiveness Framework

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|                                | Typical School  | Effective School  | Evidence  | Evaluation |
|--------------------------------|---|---|---|------------|
| <b>DIMENSION 1: Leadership</b> | <b>Goals and theory of action</b> ----->  |   |   | <b>3</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>  | Metcalfe has established a defined Theory of Action Plan listing three key levelers designed to improve both student achievement as well as instructional strategies used for teacher data analysis and increased student achievement. The three levelers are; 1. Partner with a university and a consultant to provide intensive staff development to teachers on transitioning from the Illinois State Standards to the Common Core ; 2. Partner with a university and consultant to provide continued training on in-depth data analysis in areas of reading and math; 3. Provide leadership via the administration and ILT team that would lead the staff through curricular changes designed to improve academic achievement.  |            |
|                                | <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>The principal generates surveys and solicits staff input in planning and implementing staff development for teachers and staff. Staff development is also planned to meet the needs of changes in the district as they arise. Teachers share in the professional learning system by attending workshops and by returning with information to share with peers. Teachers implement new strategies in classrooms as new information is acquired. Teachers are encouraged to become life long learners and supported in the pursuit of advanced degrees. Teachers assume leadership rolls by joining teams. schoolwide committees, and by serving as mentors to teachers in other schools.</p> <p>The principal works with the ILT Team and with teachers to model and share best practices for instruction. The principal and the ILT team conducts frequent classroom visits and walk throughs, followed by individual coaching sessions where goals and benchmarks are reviewed to drive continuous improvement. The principal works with the teachers, counselors and social workers to</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>- Rtl 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>Metcalfe has high functioning teacher leadership teams comprised of teachers and staff members. Team members are represented by grade bands and by subject. Team members also represent the special education students at Metcalfe. Teams include the ILT team, grade level teams, RTI team, social committee, committies formed around school events ( i.e., science fair committee, school assemblies, math fairs, family literacy night, etc.,) curriculum team, school coaches, data teams, CIWP team, union representative and, grant writers. These teams meet frequently to participate in conversations around subjects german to their function. Agendas are set and followed and minutes are kept. The teams follow up with feedback that is shared during faculty meetings. Meetings are held once a week or, as needed for teams formed for special events . Agendas and minutes are generated and shared with the principal. The principal visits various meetings to maintain a dialogue with members via information sharing.</p> <p>Metcalfe has a Curriculum Team that helps in curriculum mapping and planning. This team meets afterschool and on breaks to help develop maps.This team has worked with the administrative team as well as with the ILT Team to help make the conversion from using</p> |            |

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| Typical School   | Effective School   | Evidence   | Evaluation |
|--|--|--|------------|
| <b>Instructional Leadership Team (ILT)</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 Metcalfe ILT Team is comprised of teachers from each grade band and core subject areas. Teachers are selected based on their expertise in data collection, data analysis (quantitative and qualitative) and, the ability to lead others in intelligent conversations around setting and achieving goals that improve teaching and learning.</p> <p>The team attends external professional development sites and returns to school to share with the staff.</p> <p>The team meets regularly with the administration to review goals and to maintain a school focus. The team attends Network meetings and returns to the school to share pertinent information from those meetings.</p> <p>The ILT Team assists in data collection, which includes surveys, review of the school report card, quarterly Scantron results, DIBELS results and, mClass results. The team also reviews ISAT results as well as data collected by teachers room by room. Analysis of the data takes place as it is collected. Data is shared with each teacher, team, and student. Data is then displayed school wide, room by room, to remind each member of the school of the focus on</p> |            |
| <b>Monitoring and adjusting</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>Data is collected by the administrative team, the ILT team, the Data Leads and, by classroom teachers. Data is collected at the beginning of the year from the Theory of Action Plan and, quarterly via Scantron, DIBELS, mClass. Data is collected annually via ISAT. Data is collected daily by the teachers via all of the aforementioned in addition to portfolio assessments, end of unit tests, teacher made test and, performance assessments.</p> <p>Data analysis occurs daily, at the classroom level, weekly at grade level meetings, weekly during coaching meetings, weekly at</p>   | <b>4</b>   |

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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> | <p>The Curriculum Committee at Metcalfe worked with the teaching teams to develop scope and sequence charts for core subject areas. The scope and sequence charts are for one year and are updated annually. The team also worked with the administration to help teachers make the conversion from the use of the State Standards to the use of the Common Core Standards.</p> <p>Each teacher team, by grade level, uses common units of instruction aligned to the standards. Teachers and teams also participate in project based instruction and in performance assessments. Many of the projects are also linked by classrooms or grade bands.</p> <p>All grade levels, pre-kindergarten to grade eight, are instructed using grade appropriate texts and or electronic books of appropriate levels of complexity. Gifted students kindergarten through eighth grade, are exposed to advanced grade level material that is at least one year above the expected grade level. Instructional texts adhere to CCSS recommended levels by grade bands.</p> |            |
|   | <b>Instructional materials</b> ----->  |   |  | <b>3</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>  | <p>Instructional materials include textbooks, smartboards, electronic readers, computer aided instructional supports and, teacher made materials. Materials are aligned with the Common Core Standards. Instructional levels of materials range from pre kindergarten to beyond high school. Each grade level or team is able to select grade appropriate materials for each class that is instructed. All instructional materials used are fully supportive of students with disabilities.</p>  |            |
| <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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| Typical School   | Effective School  | Evidence  | Evaluation |
|--|---|---|------------|
| <b>Assessment</b> ----->   |   |   | <b>3</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> | <p>Schoolwide data is generated and readily available to teachers the same week that the test is administered. The following week school wide data is displayed outside each classroom. Data is displayed daily on the LED projector located in the main corridor.</p> <p>Comprehensive grade level assessments include quarterly Scantron Assessments, quarterly DIBELS Assessments, quarterly mClass Assessments and, annual ISAT Assessments. Assessments are used to screen, diagnose and remediate student deficiencies. Assessments are used to progress monitor student learning.</p> <p>Assessment methods include student work, constructed response, performance tasks, portfolio assessments, and assessments that are project based. All assessments are standards aligned and assess different learning modalities.</p> <p>Constructed response, aligned with the Common Core Standards are collected weekly. Daily short constructed response is required as a schoolwide bell ringer.</p> <p>Students with disabilities are accommodated as per individual IEP's. Students are also paired with paraprofessionals who help assist in</p> |            |

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| Typical School  | Effective School  | Evidence   | Evaluation |
|---|---|--|------------|
| <i>Instruction</i> ----->   |   |  | <b>2</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> | <p>Teachers communicate with students the standards-based learning orally, via Agendas and daily posts on the blackboard. Directions are given verbally and reinforced again on the chalkboard. Students are assisted with following directives via teacher/student dialogue. The teacher communicates the relevance of learning daily. This importance is reinforced daily as a part of the school's opening exercises.</p> <p>Teachers have received year long professional development in Bloom's Taxonomy. Teachers use best practice which allows for instruction which provides for the use of higher levels of Blooms in their teaching, specifically having students analyze, create and, evaluate. Teachers scaffold instruction as they use whole group, small group, individual and peer instruction to provide varied learning experience as students are lead from simple to more complex tasks. Students are also tiered by groups to accomodate varying abilities of the learners. Students with disabilities receive instruction in regular classrooms as well as individually with the support of classroom assistants. The teacher uses benchmark and other selected assessments to progress</p> |            |

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|                              | Typical School  | Effective School  | Evidence   | Evaluation |
|------------------------------|---|---|--|------------|
|                              | ----->  |   |  | <b>2</b>   |
|                              | <b>Intervention</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> | <p>Teachers work in teams and individually to develop Response to Intervention plans for each student. Metcalfe uses Scantron, DIBELS and, mClass as screening devices to identify students in need of academic intervention. Screeners are used each quarter to provide on going information that teachers use to provide interventions for students. Teachers also use unit tests as screeners, teacher made tests and, teacher judgment.</p> <p>Diagnostic assessments are administered at the beginning of each semester. End of the year assessments are used to help determine whether or not growth has occurred. Universal district wide assessments are also used to identify skills gaps.</p> <p>Interventions used at Metcalfe include reduced class size and small group instruction. Push in support is supplied via retired teachers who serve as in class teaching support. Team teaching is used school wide, subject by subject to provide additional support. Specialized support is provided one on one by classroom assistants. Additional support is provided to students via after school tutorial programs and after school academic clubs which support instruction. Middle school interventions include a school wide literacy block as</p> |            |
| <b>Professional Learning</b> | ----->  |   |  | <b>2</b>   |
|                              | <b>Whole staff professional development</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>   | <p>Agendas for professional development are set at the beginning of the year. Selection of subjects is based on school wide priorities and goals. Special attention is given to making the conversion to the use of the Common Core Standards school wide. Additional areas for professional development include increasing rigor in all academic areas. Professional development occurs on pre-set staff development days, during morning staff meetings and, occasionally afterschool during special meetings.</p> <p>As new instructional concepts are introduced and implemented, each are followed up with modeling, coaching, teacher collaboration and, group and individual feedback sessions. New ideas and best</p>  |            |

### 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>2</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> | <p>Teachers collaborate daily during planning times. Additional mandatory collaboration occurs weekly during grade level meetings. Agendas are set and followed. Each meeting ends with minutes that are recorded and kept. Administrative teams rove and visit grade level meetings. Additional teacher planning and collaboration occurs during parts of each professional development day. Teachers are able to plan for daily and weekly activities. Teachers are also able to plan for joint unit lessons and projects. Time is spent analyzing assessments and other student data that is generated for perusal. Teachers and specialists meet weekly during grade level meetings. They also collaborate progress monitor students. Students interventions are reviewed and changed as needed. Academic achievement and goals acquisition are schoolwide priorities. Teachers set goals for student achievement and meet frequently with both the administrative team as well as with the ILT team to review progress.</p> |            |
|                     | <b>Instructional coaching</b> ----->   |   |  | <b>3</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>  | <p>Metcalfe has an eight member ILT team that meets with the administrative team as well as with teaching teams. Coaching is provided via the ILT team as well as the administrative team. Coaching and feedback sessions occur weekly. The ILT team meets to help the teachers identify teacher needs as well as to dialogue with both teachers and administrators on how best to provide support. New teachers are paired with experienced team members who help to provide staff support. New teachers also receive support from the administrative team via coaching, feedback sessions, informal class visits and modeling of effective instructional techniques. Teachers are allowed input in planning their own professional development. Along with input teachers are allowed to attend workshops that are tailored to their individual needs. Teachers are strongly encouraged to attend workshops sponsored by CPS</p>   |            |

### School Effectiveness Framework

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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>4</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>   | <p>Each classroom is required to devote a section of the classroom to the display of college paraphernalia. Lower grade students are required to participate in preliminary research of colleges via drawing of college artifacts (banners, tee-shirts, etc). Intermediate students are required to participate in cursory research on the college or university of their choice. Upper grade students are required to complete an advanced research project on their selected college or university. Students are exposed to colleges and universities via college visits, classroom visits where college students are interviewed, visits from admissions counselors from high school</p>   |            |
|   | <b>Relationships</b> ----->  |   |   | <b>2</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> | <p>Students receive wrap around support from counselors, case managers, social workers, a school nurse and psychologist. Students also have a Parent Teacher Organization who supports student activities via independent fund raisers. Students participate in both a male and female mentoring program. Students are also supported by a highly functioning No Child Left Behind parent group that meets monthly to discuss ways to continue to support students. Students and parents at Metcalfe are reminded daily to exhibit behavior that is courteous and respectful. The daily creed sets out expectations for student behavior. The administrative team as well as the staff strives daily, and at all times, to inforce, model good behavior. CPS policies are followed closely when students or parents are disrespectful. The Chicago Police Department provides continual</p> |            |
| <b>Behavior &amp; Safety</b> ----->     |  |   | <b>2</b>  |            |
|   | <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>   | <p>The school follows the Uniform Discipline Code in administering discipline. The school utilized a tiered approach to discipline; student teacher conference; parent /student/teacher conference; student/parent/teacher/ administrative conference; afterschool detention and finally, suspension. The school has been trained in and utilizes a PBIS approach to discipline, using positive intervention such as extra recess, class parties, field trips, time in the game room. etc. as rewards for good behavior. The school promotes and rewards good citizenship and service through assemblies where ribbons</p>  |            |

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|   | Typical School  | Effective School   | Evidence   | Evaluation |
|---|---|--|--|------------|
| <b>DIMENSION 5: Family and Community Engagement</b>   | <b>Expectations</b> ----->  |  |  | <b>4</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>   | <p>Informational meetings with the P.T.O, NCLB parent group and with other parents occur where school performance scores are explained. The principal participates in the aforementioned informational sessions where conversations are held explaining each area of the score card. Parents are encouraged to ask questions which are answered using data on the school score cards. Parents are also apprised of benchmark Scantron, mClass and DIBELS data, quarter by quarter . Parent letters are also generated illustrating schoolwide data. The principal and staff meets with parents in informational meetings where the relevance of the data is explained as the school garners support for school improvement. After examining entry data on each student, teachers complete data projections and explain to parents and students what students are</p> |            |
|   | <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>  | <p>Parents are invited to participate in ongoing conversations with teachers via parent/teacher conferences, report card pick up, NCLB meetings as well as P.T.O meetings. Parents are also given informational newsletters, flyers, school newspapers and personal phone calls involving school events and occurrences. The school marquis as well as the LED projection screen are used as a tool of communication to daily visitors. Special information meetings are</p>   |  |            |
| <b>Bonding</b> ----->   |   |  | <b>3</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> | <p>Parents are welcomed to the school and encouraged to come daily. The principal has provided parents with spaces for two parent groups (NCLB and P.T.A.) where they meet monthly and work on ways to assist students and staff in goals acquisition. Parents also work on fundraising, and in beautifying the building. Parent groups worked to raise funds to paint classrooms and to support other school projects. Teachers and staff work with parents as they attend field trips as chaperones and work to provide support to non academic events ( i.e., movies, dances, etc. Parents and families become engaged as they work on schoolwide projects ( i.e., to provide items to needy children - coats and gloves in the</p> |  |            |

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|  | Typical School   | Effective School  | Evidence   | Evaluation |
|--|--|---|--|------------|
| <b>N 6: College and Career Readiness Supports</b>  | <b>Specialized support</b> ----->  |   |  | <b>2</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>  | <p>The school works with psychologist, social worker, school nurse and counselor to provide wrap-a-round services to students. The school works with these staff members to provide services that the students would otherwise have no access to; asthma van, Ronald McDonald van for school physicals, eye exams, hearing exams, etc. The school social worker provides referrals to agencies that are</p>  |            |
|  | <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>   | <p>Students are invited to and taken to College and Career Fairs. Students attend workshops where expectations for college is explained. The school sponsors a College Day where college paraphanelia is worn and talked about. Upper and lower grade students participate in classroom projects involving research on the</p>   |            |
|  | <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> | <p>Metcalfe actively pursues opportunities for students to prepare for and participate in college/career programs. The school has partnered with Northwestern Illinois university as a member of the Gear-Up Program. This program is associated with the CPS Office of College and Career Preparation who works with several universities: Roosevelt University, The University of Chicago, Loyola University, DePaul University and, The Chicago Teachers' Center. The purpose of the combined organizations is to support middle school students academically, increase high school graduation rates and, increase student's knowledge and readiness for college.</p> |            |
| <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>   | <p>Metcalfe supports afterschool clubs and activities. They include Comfy Cozy Reading Clubs, Math Clubs, a Chess Club and, Lego Club. The school also provides after school Algebra for early high school credit acquisition. The school sponsors a Beta Club as well as a</p>   |  |            |

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|                 | Typical School   | Effective School  | Evidence  | Evaluation |
|-----------------|--|---|---|------------|
| <b>DIMENSIO</b> | <b>College &amp; Career Assessments</b> ----->   |   |   | <b>2</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>  | <p>Eighth grade students at Metcalfe participate in college and career assessments. The two given are the Explorer Test and the Interest Inventory for College Assessments. Student test results are used to help students plan for college and career selections. Year round counseling also supports students as they explore options via school</p>  |            |
|                 | <b>College &amp; Career Admissions and Affordability</b> ----->  |   |   | <b>2</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> |   |            |
|                 | <b>Transitions</b> ----->  |   |   | <b>2</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>                                      | <p>Pre Kindergarten students are recruited for Metcalfe's Pre - Kindergarten program. Students then transition into the regular full day kindergarten program. Summer Step-Up-To Kindergarten programs are also provided for pre-kindergarten students. Kindergarten students are allowed to attend the K-2 Summer of Reading Program. This program allows for smooth transitions in and between early grades. Parents and students at benchmark grades are given information about these grades and the expectations associated with benchmarks. Student data is used to</p> |            |

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|  | Typical School  | Effective School  | Evidence   | Evaluation |
|--|---|---|--|------------|
| <b>DIMENSION 7: Resource Alignment</b> | <b>Use of Discretionary Resources</b> ----->  |   |  | <b>4</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>  | <p>Discretionary funding is used to support the goals of the school's Theory of Action - specifically those associated with instruction, professional learning and, leadership.</p> <p>Discretionary funding is strategically directed toward student programs aimed at improving academic achievement, student safety and, providing special afterschool programs and clubs. Funds are directed toward reducing class size. Money is used to purchase teachers in the primary program. This allows for smaller class size. This effort allows students to receive special attention that allows for a jump start in reading and math. Kindergarten students leave</p>   |            |
|  | <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> | <p>Hiring is conducted based on enrollment , student needs and, the school budget. Highly qualified individuals are sought after a grade appropriate team selects from pool of candidates, who then go through the stages of interview: questioning, identifying the individual's philosophy and work ethic. Hiring is finalized after formally observing the individual in their current work location, checking references and finally conferring with the team for concensus prior to hiring the individual. Hiring of student teachers and other interns is given priority as vacancies occur.</p> <p>Special consideration is given to highly qualified candidates who have multiple endorsements for middle school and special education. Individuals hired for these positions are hired on the basis of their knowledge, expertise and, specialty of endorsements.</p> |            |
| <b>Use of Time</b> ----->              |   |   | <b>4</b>   |            |
|  | <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>  | <p>The school schedule is designed to expand the student's instructional school day while providing both lunch and recess daily. The schedule includes blocks for reading and mathematics as well as blocks for science lab. Blocks were designed to increase instructional time in core academic areas where growth is needed. These areas were targeted in our Theory of Action as goals for schoolwide focus and subsequent growth. Mid tier and strategic students receive instruction in classrooms where team teaching is evident. Team teachers have been placed in aforementioned blocks to provide</p>  |            |

Date Stamp November 22, 2012



### 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

Our mission is to provide students with an engaging and rigorous educational experience which will promote academic excellence, good citizenship and, develop a global vision for collaboration with others. These goals will be implemented through balanced literacy, math and science standards based on the Common Core, which incorporates rigorous, differentiated instruction, project based instruction, technology, professional development, community involvement and a focus on college and careers.

### Strategic Priorities

| # | Priority Description: Write in the description of your priority.  | Rationale: Write in your rationale (see instructions for guiding questions).  |
|---|---|---|
| 1 | The Metcalfe staff will increase overall academic achievement rates in Reading and Math (grades 3rd - 8th) well as College and Career readiness rates, overall, by at least three percentage points per year. | Data was derived from the school's 2011 School Progress Report. The progress report indicates the following rates: Early Literacy- 43.2%; Early Math - 20.9%; 3 - 5 th grade Reading - 26.2%; 3 - 5th grade Math - 27.5%; Keeping Pace Reading - 42.7%; Grade Level Performance Reading - 34.6%; Grade Level Performance Math - 51.1%; Keeping Pace Reading 57.6%; Keeping Pace Math - 60.5%; 8th Grade Explorer Reading 40.7% ; and 8th Grade Explorer Math - 13.6% . The entire staff must strive to more aggressively move students who are at benchmark in the early levels as well as to push intermediate and upper level students who are currently at or above levels in reading and math in Scantron. Metcalfe must also work to increase the numbers of students who are currently making growth targets in reading and math. Lastly, the upper grade staff must continue to work to push greater numbers of students who are currently at College Readiness Benchmark. As current goals are reached, Metcalfe's administrative and ILT Team can continually strive to set higher levels for achievement in all aforementioned areas. Teachers must identify and remediate student deficiencies while instructing rigorously, expecting improvement in each student from year to year. The overall impact is continued growth in all academic areas year by year. |

|   |  |  |
|---|--|--|
| 2 | Metcalfe's administrative team will work with the ILT Team and regular staff members to continue to align curriculum to the Common Core Standards. | Although the curriculum team has aligned Reading and Math to the Common Core Standards, Metcalfe must continue to align other core subject areas to the Common Core Standards as they are developed. The committee will continue to meet to have conversations about developing ways to have the conversion take place as smoothly as possible. The use of the Common Core, combined with rigorous instruction should help student achievement. It will also compell teachers and students to increasingly teach and learn using higher levels of Bloom's Taxonomy, specifically "Creating,' Analyzing' and, Evaluating.   |
| 3 | Metcalfe's administrative team will work with the ILT Team and regular staff Metcalfe will implement the Longer School Day with fidelity.          | The Metcalfe administrative team has developed a tentative longer school day schedule. This longer day will allow for increased time spent in the core academic areas, specifically, Reading, Mathematics, and Science. Block scheduling allows for larger time frames for instruction in these areas. More time allows teachers to increasingly meet the instructional and academic needs of students. Larger blocks will also allow for common planning and team teaching. Additional time will be allowed for lunch and daily recess increasing the time from twenty minutes to a full forty-five minutes. Students will eat lunch and go to the playground each day. There they will participate in organized sports activities.                           |
| 4 | Metcalfe's administrative team and staff will continue to maintain a safe school environment.  | All members of the Metcalfe community will continue to maintain a safe school environment. Metcalfe will continue to work with the NCLB, P.T.A., alderman, Chicago Police and Fire Departments, local churches and other agencies to safety in and around the school. Metcalfe will also use security cameras, , metal detectors and, wands to make sure that students are safe. School staff will also conduct routine safety drills to make sure that students and staff are awaren of the expectations for safety and appropriate response in an emergency. Staff will patrol the school grounds during student entry and dismissal. The school will continue to maintain one full time security officer and will hire a part time off-duty police officer. |
| 5 | Optional   |  |





**Strategic Priority 1**

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**Strategic Priority 2**

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**Strategic Priority 3**

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Strategic Priority 4

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