



### Franklin Elementary Fine Arts Center

Fullerton Elementary Network  
225 W Evergreen Ave Chicago, IL 60610  
ISBE ID: 150162990252207  
School ID: 609926  
Oracle ID: 29081



#### Mission Statement

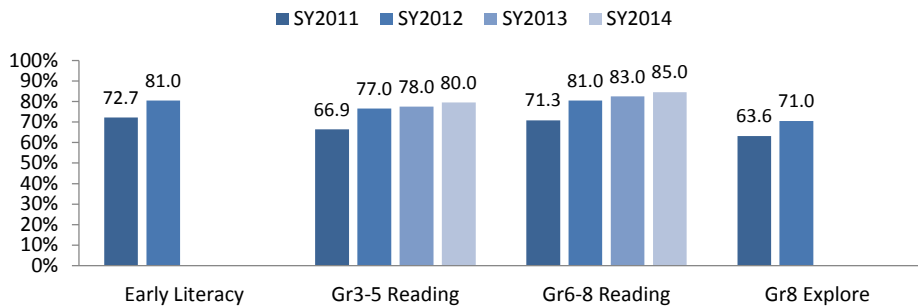
The mission of Franklin Fine Arts Center is to provide all students, including those with special needs, a challenging educational program that includes a focus on individual learning styles and developing critical thinking skills, emphasizes academics and ensures that the arts are addressed as independent core subjects as well as integrated into other curriculum areas.

#### Strategic Priorities

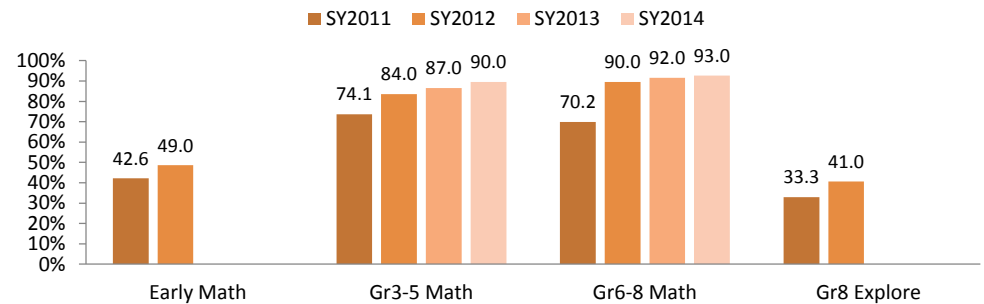
1. Increase the number of students in the exceed category on the ISAT math
2. Increase the percentage of students who exceed in science on the ISAT
3. Increase percent of students in grades 3-8 in Tier 4 on quarterly NWEA reading assessment.

#### 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:	Franklin Elementary Fine Arts Center

## 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
Carol J. Friedman	Principal
Margie D. Smagacz	Assistant Principal
Jennifer MacKenzie	Classroom Teacher
Paula Clark	Classroom Teacher
Connie Brink	Classroom Teacher
Amanda Olson	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> % of students at Benchmark on DIBELS, IDEL	72.7	81.0				<b>Early Math</b> % of students at Benchmark on mClass	42.6	49.0		
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	66.9	77.0	78.0	80.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	74.1	84.0	87.0	90.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.0	52.0	55.0	57.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	53.1	63.0	65.0	67.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	71.3	81.0	83.0	85.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	70.2	90.0	92.0	93.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	54.8	57.0	60.0	62.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.4	58.0	62.0	65.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	63.6	71.0				<b>Explore - Math</b> % of students at college readiness benchmark	33.3	41.0		

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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> Average daily attendance rate	95.9	96.0	96.1	96.2					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	5.6			

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	90.2	91.0	92.0	93.0		<b>ISAT - Reading</b> % of students exceeding state standards	50.2	66.0	70.0	72.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	95.5	96.0	96.0	96.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	55.1	75.0	80.0	84.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	94.5	95.0	96.0	96.0		<b>ISAT - Science</b> % of students exceeding state standards	36.3	45.0	50.0	54.0

### 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>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 established a goal to move students from meets to exceeds on the ISAT.</p> <p>Our teachers use a variety of differentiation methods aimed at narrowing the achievement gap and ensuring high standards for students at all achievement levels.</p> <p>Data analysis is conducted quarterly and drives instruction and the school's priorities .</p>	
	<b>Principal Leadership</b> ----->			<b>4</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>Development of the professional learning community is ongoing. Principal clarifies a vision for instructional best practice to be applied to teacher evaluations. Professional development requires more differentiation for content areas and best practices. A clear vision exists for instructional best practice. Grade level unit plans are being developed.</p> <p>Principal provides internal and external communications to support culture of college and career readiness. Students are targeted for acceleration and transformation. High standards are set for all students.</p> <p>Families are empowered through communication on school performance, goals and involvement. Open House is held every fall. Monthly Coffees with the Principal are held for grade levels. Parent Organizations are active. e-News is sent regularly to all on mailing list. Report Card Pick Up has over 90% attendance.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>4</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>100% of staff are investesd in the school through leadership in one or more areas, including ILT membership, grade/department team lead, committee mentership, coashing, after school instructors, union representative, PPLC committee, CWIP team, Full School Day team. Staff attend conferences, lead workshops, Staff are also engaged with the PTA and LSC and Friends of Franklin organizations. Franklin ensures that each teacher has equity of voice in grade/course as ILT members lead grade/team meetings. Thirty percent of staff write grants. Teachers are encouraged to share learning about effective best practices from outside PD.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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 ILT represents all grade levels and the fine arts department, not special education or counseling. They represent a combination of knowledge and expertise in their areas. The ILT brings issues addressed in meetings to their grade level meetings. The ILT organizes some whole staff professional development. ILT meets monthly or more in response to specific needs. The ILT analyzes data as it is made available. The ILT feels constrained by time.</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>Data is analyzed at the beginning of the school year and quarterly. Teachers analyze data at the grade and classroom level leading to changes in instructional practices and targeted support.</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>Curriculum maps exist or are being developed at each grade level in literacy.</p> <p>Teacher teams are beginning to develop common units based on CCSS. Texts are being reviewed for complexity.</p> <p>Through observation, differentiation occurs is inconsistent throughout the grade levels. A deeper understanding of differentiation practices will be provided through PD.</p> <p>An understanding of the CCSS is occurring through PD and will be ongoing. Short and longterm plans include supports necessary for students with disabilities and ELLs to gain core content knowledge and skills. Accommodations for all students are provided in accordance with IEPs .</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>Each grade level has a set of instructional materials that are aligned with standards. Texts are available for students with disabilities with some differentiation. A limited amount of materials are available for students who require enrichment.</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, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments - screening, diagnostic, benchmark, project based assessments and formative and summative - to monitor student learning on a frequent basis.</p> <p>Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</p>	

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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>	<p>Teachers clearly state goals to the students.            Teachers use low and high level questioning.            Units are developed that align to standards. Most teachers purposefully sequence and align standards-based objectives to build toward deep understanding and mastery.            Differentiation varies among classrooms, level and subject.            Arts instruction scaffolds to ensure all students are engaged in complex tasks.            Each teacher uses formative assessment during instruction to monitor student progress and make adjustments as necessary.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</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>The school will develop a systemwide approach to administer screening assessments to identify students in need of academic intervention.</p> <p>The school will create an Rtl team with a point person to coordinate and assist in the process.</p> <p>Interventions at the elementary level include in-class, small group instruction, push-in support , and one-on-one support outside of the classroom.</p> <p>Interventions will be on the ILT and grade level agenda at least every 6 weeks.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</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>The school will allow more time for implementation, follow up and reflection with professional development initiatives.</p> <p>PD will be more content-related and differentiated for grade level and department.</p> <p>The majority of PD sessions will focus on specific grade and department needs and how schoolwide initiatives can be implemented by the various groupings including fine arts teachers.</p> <p>We anticipate less interruptions from CPS-mandated PD with the implementation of the Full School Day.</p>	

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<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 meet regularly but it is focused on a mix of activities - planning, professional development and data analysis-that may change from week to week. Teachers do not have a regularly scheduled opportunity to discuss progress monitoring data to discuss the effectiveness of student intervention.</p> <p>Teacher teams share ownership for results in student learning. The ILT and grade level teams will develop a protocol for collaboration and norms for discussion at the beginning of the school year.</p> <p>2/3 of special education teachers meet with general education teachers in scheduled meeting and planning sessions, others meet informally.</p>	
	<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>	<p>A point person for new teachers and staff members is identified but the role and responsibilities are unclear. Formal support for new teachers comes from district-sponsored induction. Teachers occasionally receive quality feedback to support individual growth.</p>	

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<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>Staff members frequently articulate high standards for students to become college and career ready.</p> <p>Every students has opportunities for authentic leadership and individual expression especially through the arts education. Arts teachers provide intensive preparation for auditions and portfolio development for students going into high school.</p>	
	<b>Relationships</b> ----->			<b>4</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>Franklin is a small school with a small study body. All students feel that they have an adult to advocate for their needs and help them achieve their goals. Patterns of interactions, between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior.</p> <p>The Counselor is freed to assist students with concerns and needs. The Counselor and both the principal and assistant principal have open door policies for student support.</p> <p>Students with disabilities have the same opportunities as general education students amd are fully engaged in the school community.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	

### School Effectiveness Framework

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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>	<p>PBIS is a common, consistent school-wide approach to behavioral intervention that is in place and implemented throughout the school. It reinforces positive behavior and strategies.</p> <p>The staff has established a safe and welcoming school environment and culture.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>NSION 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>The principal provides clear information for families. We have Open House for all parents in the fall to review performance and goals for the year. Principal has monthly coffees with each grade level. Parents are encouraged to use Parent Portal. e-News is sent out to parents regularly. School newspaper is distributed monthly to all students and teachers send out grade level newsletters. Teachers have web pages on Franklin web site. Information on school performance is presented to LSC annually. Third grade teachers present to parents in preparation for the ISAT test. Presentation made to seventh and eighth grade parents and students about high school selection process.</p>	
	<b>Ongoing communication</b> ----->			<b>4</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>Grade levels provide newsletters for parents on a weekly or monthly basis. Progress reports are distributed quarterly. Parents and teachers email consistently. Teachers meet with parents before and after school.</p>	
	<b>Bonding</b> ----->			<b>4</b>



### School Effectiveness Framework

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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>	<p>The school has established a non-threatening, welcoming environment. Families and community members have many avenues to become engaged. A beginning of the year, International Picnic, sets the tone for family members as it promotes cultural diversity and respect for all. Families attend student performances and studio shows, science fair, literacy events, etc.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</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>	The school refers parents to outreach organizations as needed.	
	<b>College &amp; Career Exploration and election</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>	N/A	
	<b>Academic Planning</b> ----->			<b>4</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>	The school conducts a High School night and High School fair with a partner school. The fine arts department prepares students for auditions for high school. The after school activities engage students in college and career opportunities. High performing students are encouraged to take accelerated math class and advanced arts courses, when appropriate.	
	<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</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>	All students are able to participate in a wide variety of extracurricular and enrichment activities that build leadership and nurture talents and interests in academics and the arts. Activities include sports teams for girls and boys, arts classes, chess, yoga, You	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</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>Our students participate in the We are Ready program and discuss career opportunities. Eighth grade math students take algebra course. Our students also take the EXPLORE examination.</p>	
	<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>	N/A	
<b>Transitions</b> ----->			<b>4</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>The school works to ensure effective transitions in Kindergarten and each grade. We conduct a Meet and Greet information session for K parents and students to meet the teacher before school starts, monthly grade level coffees, new parent meetings, teacher web pages and e-news bulletins.</p>	

### School Effectiveness Framework

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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>The school has a Friends of Franklin organization that raises funds that align with the identified needs and strategic priorities. Approximately 1/3 of teachers write grants. We have strong arts partnerships with outside organizations such as Steppenwolf, Chicago Children's Theater, Intuit and CAPE. Our resources focus is consistent with school and student needs</p>		
	<b>Building a Team</b> ----->				<b>4</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 after an assessment of student needs, staff capacity and scheduling priorities. The school uses student teachers to actively build a pool of potential candidates. The school uses a multistep interview process which includes questioning, classroom lesson demonstrations, assessment of candidate expertise, philosophy and commitment as well as testimony from references. Interviewing is conducted in teams.</p>		
<b>Use of Time</b> ----->				<b>3</b>	

### School Effectiveness Framework

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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>	<p>School designs a "right fit" schedule based on student needs and school-wide growth goals.</p> <p>Struggling students will receive intervention in dedicated blocks with the Full School day implementation.</p> <p>The school schedule will allow for regular, meaningful collaboration in teacher teams with the Full School day implementation.</p>	

## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

The mission of Franklin Fine Arts Center is to provide all students, including those with special needs, a challenging educational program that includes a focus on individual learning styles and developing critical thinking skills, emphasizes academics and ensures that the arts are addressed as independent core subjects as well as integrated into other curriculum areas.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the number of students in the exceed category on the ISAT math	On last year's math ISAT scores, 95.5% met and 55.1% of students exceeded standards on math subtests.
2	Increase the percentage of students who exceed in science on the ISAT	Based on last year's ISAT scores, students are further behind in science than in math or reading. 94.5% of fourth and seventh graders met standards and 36.3% exceeded in science.
3	Increase percent of students in grades 3-8 in Tier 4 on quarterly NWEA reading assessment.	Based on fall Scantron scores, a greater percentage of students should be in the Exceeds category. We are transferring the results of Scantron to NWEA.
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
Increase the number of students in the exceed category on the ISAT math	On last year's math ISAT scores, 95.5% met and 55.1% of students exceeded standards on math subtests.

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In the fall and throughout the year teachers will analyze classroom data.	Instruction	All	Principal, Teacher Teams	On-going	Quarter 1		
In the fall and throughout the year Identify students for acceleration instruction.	Instruction	Other student group	Principal, Teacher Teams	On-going	Quarter 1		
Monitor student progress on NWEA and teacher made assessments	Instruction	Other student group	Principal, Teacher Teams	On-going	Quarter 1		
Order materials that provide the necessary challenge to students at all grade level	Instructional Materials	Other student group	Principal, Asst. Principal	On-going	Quarter 2		
Teachers teams meet weekly to analyze student progress and plan accordingly.	ILT/ Teacher Teams	Other student group	Teacher Teams	Summer 2012	Quarter 1		
Assign teacher/teacher aide to support students at Acceleration level	Instruction	Other student group	Principal	Summer 2012	Summer 2012		
Provide after school programming to provide necessary challenge for students based on data	After School/ Extended Day	Other student group	Principal	On-going	Quarter 1		



Strategic Priority 1








Strategic Priority 2





Strategic Priority 3

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