

Mission Statement

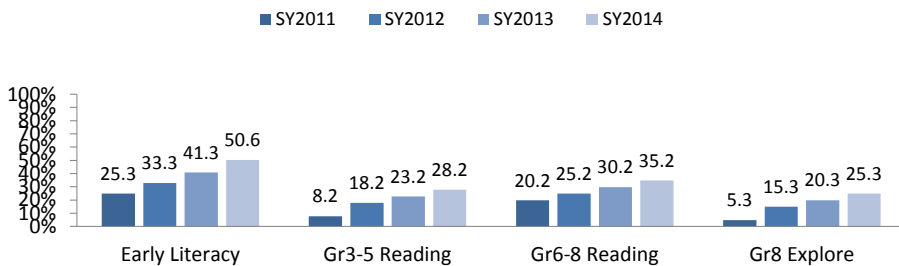
Our educational community will effectively and appropriately facilitate students' academic and social development. The mission will be accomplished through the establishment of and adherence to measurable and clearly defined high academic expectations. Students will be educated in a nurturing and supportive educational community that is genuinely committed to ensuring all students reach their full potential.

Strategic Priorities

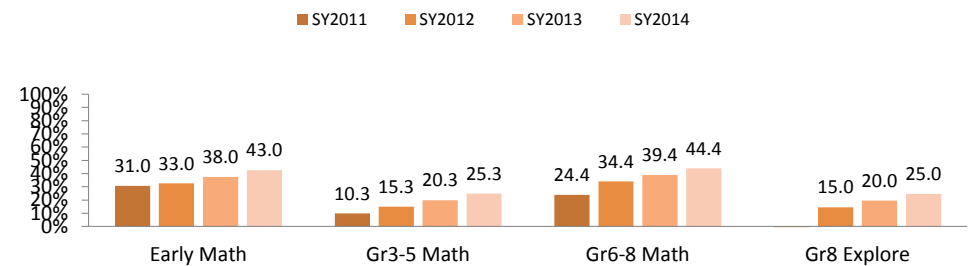
1. Establish a core program that focuses on a comprehensive approach to early literacy in grades PreK-3 utilizing multiple measure of data to identify students' needs while ensuring academic rigor and enrichment opportunities for improved student learning outcomes.
2. Establish a systemic approach to identifying data analysis protocols, progress monitoring tools and instructional planning resources while transitioning from to NWEA's interim academic assessment.
3. Create a school-wide behavior/academic support initiative through PBIS for students who are in need of support with their social emotional development. to address the following: increased attendance, increased academic learning time, reduced classroom disruptions, decreased student referrals, and increased academic achievement.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Betsy Ross Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Ms. Christine Kijowski	Classroom Teacher
Ms. Snow Li	Classroom Teacher
Ms. Aldina Loggins	Classroom Teacher
Mrs. Ross-Busch	Classroom Teacher
Mrs. Turner	Parent/ Guardian
Ms. Ronetta Wards	Assistant Principal
Dr. Rashid K. Shabazz	Principal

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	25.3	33.3	41.3	50.6	Early Math % of students at Benchmark on mClass	31.0	33.0	38.0	43.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	8.2	18.2	23.2	28.2	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	10.3	15.3	20.3	25.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	31.5	40.5	45.5	50.5	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	22.8	32.2	37.2	42.2
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.2	25.2	30.2	35.2	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.4	34.4	39.4	44.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.1	48.1	53.1	58.1	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.3	61.3	66.3	71.3
8th Grade									
Explore - Reading % of students at college readiness benchmark	5.3	15.3	20.3	25.3	Explore - Math % of students at college readiness benchmark	0.0	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
Attendance Rate Average daily attendance rate	88.9	92.0	94.0	96.0					
Misconducts Rate of Misconducts (any) per 100	64.1	54.1	44.1	34.1					

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	38.8	48.8	53.8	58.8		ISAT - Reading % of students exceeding state standards	2.0	7.0	12.0	17.0
ISAT - Mathematics % of students meeting or exceeding state standards	47.7	57.7	62.7	67.7		ISAT - Mathematics % of students exceeding state standards	2.5	7.5	12.5	17.5
ISAT - Science % of students meeting or exceeding state standards	44.9	54.9	59.9	64.9		ISAT - Science % of students exceeding state standards	2.9	7.9	12.9	17.9

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school has established goals for student achievement in all core subject areas. Each area has a growth target aimed at improving by a minimum of ten percentage points. Multiple measures (Scantron, Achievement Network, DIBELS, CIF and ISAT)of data are used to progress monitor and adjustments to the strategic plan are made to ensure students are successful.</p> <p>The Instructional Leadership Team also uses qualitative and quantitative data to establish a foundation for developing aligned key levers in our school theory of action plan.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal works with staff extensively to help teachers understand and implement research-based instructional best practices. The current procedures used for evaluation provides both teachers and administrators with time needed to clarify instructional expectations for high quality teaching and build a culture of continuous improvement for student learning.</p> <p>The Principal has established a system of communication whereby parents are empowered to participate and contribute to the academic success of their children.</p> <p>Monthly newsletters are sent home to help keep parents aware of the instructional expectations for all students at each grade level. Monthly parent meetings are also conducted to increase two-way communication efforts and parental involvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Principal provides staff with opportunities to serve in teacher leadership roles to build professional capacity and provide equity of voice regarding instructional programming. Teachers are encouraged to attend regular professional development and share their new learnings with staff.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT is comprised of members that represents the primary, intermediate, middle school, special education and non-core academic staff.</p> <p>The team meets regularly to discuss school-wide programming, progress monitoring of student data and staff development needs to improve teaching and learning for all students.</p> <p>The team has consistently provided staff with professional development aligned with the school's strategic focus on literacy, math, behavior and attendance.</p> <p>The team has developed tools to elicit teacher input to make informed decisions about instruction. The team has also developed and implemented a plan of action to help their peers analyze student work during grade level team meetings.</p>	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>School has established assessment calendar whereby data meetings are held quarterly to analyze student data, adjust pacing and use instructional action tools for targeted re-teaching.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each grade level teacher has a year-long scope and sequence outlining what they should teach as well as the necessary materials need to plan and execute instructional delivery for all core content areas.</p> <p>Texts used for instruction expose students to grade appropriate level of complexity. Reading curriculum is also differentiated, embedded with culturally relevant literature and designed to enhance character development of students across all grade levels.</p> <p>Necessary supports for short and long term planning are included to ensure students with disabilities are positioned to acquire core content knowledge and skills.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each teacher is provided with instructional materials that are aligned with state standards and frameworks.</p> <p>Instructional materials allow teachers to differentiate instruction to support students with disabilities.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Each teacher has online access to data that is organized and available immediately after each assessment.</p> <p>Grade level teams use a comprehensive set of assessments and participate in on-going professional development to ensure effective monitoring of student learning on a frequent basis.</p> <p>Assessment accommodations and modifications are established to ensure students with disabilities access to optimal conditions for testing based on their individual needs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Communication of the learning objective is not tightly aligned to standards for all teachers.</p> <p>Level of questioning observed in classrooms aimed at basic understanding for most and require additional supports to ensure higher level rigor at all grade levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has established guidelines for administering screening assessments to identify students in need of academic intervention.</p> <p>Quarterly assessments help teachers make informed decisions about particular skills gaps, pacing and re-teaching methods.</p> <p>Interventions at the elementary level includes push-in support and at the secondary level double blocks in literacy and mathematics.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school has a year-long focused plan for whole staff development aligned to school-wide priorities and growth goals.</p> <p>School-wide structures ensure professional development is on-going, relevant, job-embedded and differentiated to meet the needs of all teachers at all levels.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet regularly to plan, assess professional development needs, analyze student data and discuss upcoming grade level events.</p> <p>Planning allows for collaboration between general and special education teachers.</p> <p>Meetings include agendas, protocols and norms for discussion.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers seek and receive instructional coaching based on individual need and subject matter expertise.</p> <p>Teachers receive peer-to-peer feedback that supports their professional capacity for analyzing student work.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Students are encouraged on a regular basis to aspire and set life-long goals. Students are also exposed to opportunities to learn and practice authentic leadership as well as provide student voice in school matters.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students have an adult advocate in which they can identify whereby there is an established atmosphere reflective of high expectations, trust, and support in achieving their academic goals.</p> <p>Patterns of interactions between adults and students are respectful and responds fairly to disrespectful behavior.</p> <p>Students with disabilities are inclusive in the school community.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>School-wide norms are emergent through the use of the PBIS, but handled differently between teachers. The PBIS team provides on-going staff support to help teachers implement a tiered approach to behavioral intervention coupled with school-wide incentives to recognize and reward positive behavior.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides clear information for families on school performance and accurately explains the information in parent-friendly language to ensure parents understand the relevance to their children. The parents are also informed of the school's strategic plan to address areas of growth for overall school improvement.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Communication to families is conducting through monthly PAC meetings, informational newsletters to support learning at home, report card pick-up and cases of behavior/academic concerns.	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school establishing a welcoming, non-threatening environment where parents and community members volunteer daily.</p> <p>Principal leads the work to empower and motivate families to become engaged in academic programming, student performances, exhibitions and literacy/math events to increase parental involvement.</p>	

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N 6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School staff conducts intensive outreach to families in need of specialized supports. Home visits and collaboration with social services agencies are conducted during school hours and beyond.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	The school coordinates high school fairs and field trips to high schools to ensure students have experiences and information necessary to make decisions when selecting a high school in preparation for their academic future.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school provides timely, on-going support for students to explore options for high school regarding school selection based on career interest.</p> <p>High performing students are also encouraged and provided with additional support to seek funding to attend specialty high schools and make informed decisions about the benefits of taking advance placement courses.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school provides students with equitable opportunities to participate in a wide range of extracurricular and after-school enrichment activities including tutoring, community engagement, sports, and the arts.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students take the EXPLORE assessment annually.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	This category does not apply to our student population. We only service students in grades PreK-8.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school has provided parents with on-going informational sessions to ensure effective transitions into kindergarten, at each benchmark grade and progression from 8th grade to 9th grade.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School allocates discretionary spending based on identified needs and strategic priorities.</p> <p>The school has established key community partnerships to help meet student and staff needs.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Staff selection is conducted based on student need and includes a multi-step interview process. This process includes protocols for questioning and classroom lesson demonstrations.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Growth goals and student need are the key levers used to design the academic schedule for all students.</p> <p>Meaningful collaboration time is built into the schedule for teachers to share best practices and monitor student progress on a regular basis.</p> <p>A push-in model is used to provide struggling students with structured intervention weekly.</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 educational community will effectively and appropriately facilitate students' academic and social development. The mission will be accomplished through the establishment of and adherence to measurable and clearly defined high academic expectations. Students will be educated in a nurturing and supportive educational community that is genuinely committed to ensuring all students reach their full potential.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish a core program that focuses on a comprehensive approach to early literacy in grades PreK-3 utilizing multiple measure of data to identify students' needs while ensuring academic rigor and enrichment opportunities for improved student learning outcomes.	Our rating of a two on the school effectiveness framework clearly establishes a need for our primary grade level team to use a comprehensive set of assessments and methods to monitor student learning on a regular basis ensuring targeted student support.
2	Establish a systemic approach to identifying data analysis protocols, progress monitoring tools and instructional planning resources while transitioning from to NWEA's interim academic assessment.	As evidenced by the rating of a two on the school effectiveness framework, we will need to strategically use data for monitoring and adjusting to target supports for teachers and students.
3	Create a school-wide behavior/academic support initiative through PBIS for students who are in need of support with their social emotional development. to address the following: increased attendance, increased academic learning time, reduced classroom disruptions, decreased student referrals, and increased academic achievement.	Providing students with a common, consistent school-wide approach to behavioral intervention will indirectly impact student learning outcomes and improve school culture and climate.
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
Establish a core program that focuses on a comprehensive approach to early literacy in grades PreK-3 utilizing multiple measure of data to identify students' needs while ensuring academic rigor and enrichment opportunities for improved student learning outcomes.	Our rating of a two on the school effectiveness framework clearly establishes a need for our primary grade level team to use a comprehensive set of assessments and methods to monitor student learning on a regular basis ensuring targeted student support.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create year-long instructional calendar to include assessment windows and data meetings dates.	Other	Not Applicable	Administration	Quarter 1	On-going	On-Track	Make adjustments and align with district assessment calendar.
Conduct needs assessment for classroom libraries and determine list of texts required for CCSS alignment.	ILT/ Teacher Teams	All	K-2 Classroom Teachers	Summer 2012	Quarter 1	On-Track	
Professional development for using mClass reporting tools and DIBELS TRC	Professional Development	Other student group	K-2 Classroom Teachers	Summer 2012	On-going	On-Track	Extensive training on reporting tools, using TRC, what next tools and home connection feature for parents
Collaboration meeting for K-2 teachers to establish expectations for implementation, intervention scheduling, data analysis protocols and parental engagement strategy.	Other	All	ILT/K-2 Classroom Teachers	Quarter 1	On-going	On-Track	Ensure support staff scheduling will support intervention plan/schedule.
Establish dates and times for quarterly literacy night for K-2 parents.	Parental Involvement	Not Applicable	Administration/ K-2 Classroom Teachers	Quarter 1	On-going	On-Track	
Progress monitoring meeting to evaluate programming, analyze data and make adjustments for strategic priority.	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	
Communicate expectations for independent reading and library check-out system procedures	Instructional Materials	All	Administration	Quarter 1	Quarter 1	On-Track	
Select supplemental materials for phonics/phonemic awareness to enhance the current curriculum series	Instructional Materials	All	Administration/ K-2 Classroom Teachers	Summer 2012	Quarter 1	On-Track	
Designate an area to display data of student progress toward benchmarks.	Other	All	K-2 Classroom Teachers	Quarter 1	Quarter 4	On-Track	
Schedule formal/informal observations with feedback sessions focused on delivery of literacy instruction	Other	All	Administration	Quarter 1	On-going	On-Track	

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Create a school-wide behavior/academic support initiative through PBIS for students who are in need of support with their social emotional development. to address the following: increased attendance, increased academic learning time, reduced classroom disruptions, decreased student referrals, and increased academic achievement.	Providing students with a common, consistent school-wide approach to behavioral intervention will indirectly impact student learning outcomes and improve school culture and climate.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Complete building level self-assessment survey to assist with action planning and identification of technical assistance needs.	Professional Development	All	PBIS Team	Summer 2012	On-going	On-Track	
Establish procedures for monitoring, data collection, and school-wide expectations	Other	All	Administration/ PBIS Team	Summer 2012	Summer 2012	On-Track	
Define expectations for behavior inside and outside of the classroom. Create a student and staff school-wide acknowledgement system.	Professional Development	All	PBIS Team/ ILT	Summer 2012	On-going	On-Track	
Develop grade-level appropriate behavioral lesson plans for teachers to implement during quarter one.	Instructional Materials	All	PBIS Team/ All Classroom Teachers	Summer 2012	Quarter 1	On-Track	
Attend professional development offered by the district to assist in the facilitation of a Multi-Tiered Action Plan for guidance and implementation at the building level.	Professional Development	Not Applicable	Administration/ PBIS Team	Summer 2012	On-going	On-Track	
Review procedures for reporting school discipline with staff	Professional Development	All	Administration/ PBIS Team	Quarter 1	On-going	On-Track	
Select professional resources needed to support PBIS throughout the year	Supplies	Not Applicable	PBIS Team/ All Classroom Teachers	Summer 2012	On-going	On-Track	
Update staff handbook to include non-negotiables to reinforce expectations for staff regarding student discipline and provide professional development for staff.	Professional Development	All	Administration	Summer 2012	Quarter 1	On-Track	

