



2012-2014 Continuous Improvement Work Plan

Sauganash Elementary School

O'Hare Elementary Network

6040 N Kilpatrick Ave Chicago, IL 60646

ISBE ID: 150162990252434

School ID: 610155

Oracle ID: 25211



Mission Statement

The mission of Sauganash School is to provide a high quality educational program that meets the academic needs of our students through an integrated curriculum, differentiated instruction, and the use of technology. We are committed to meeting the academic, social, emotional, and physical needs of our students. We are dedicated to fostering a positive school climate that enables all students' intellectual growth to maximize their potential and prepare them for college and career path readiness.

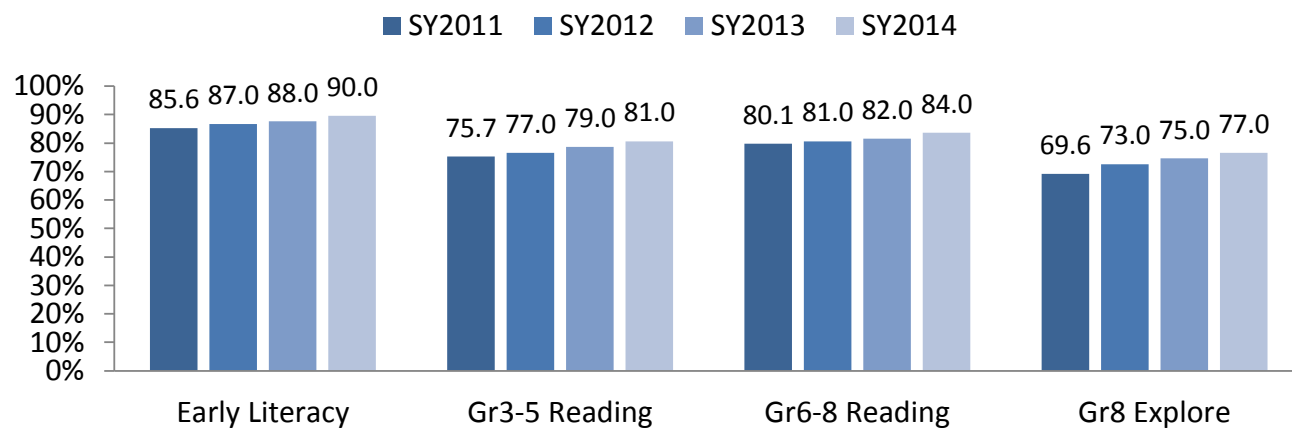
Strategic Priorities

1. Staff will align Common Core literacy standards supported by high quality text and incorporating rigorous curriculum with fidelity.
2. Staff will incorporate math, science, and technology with high quality Common Core aligned curriculum.
- 3.

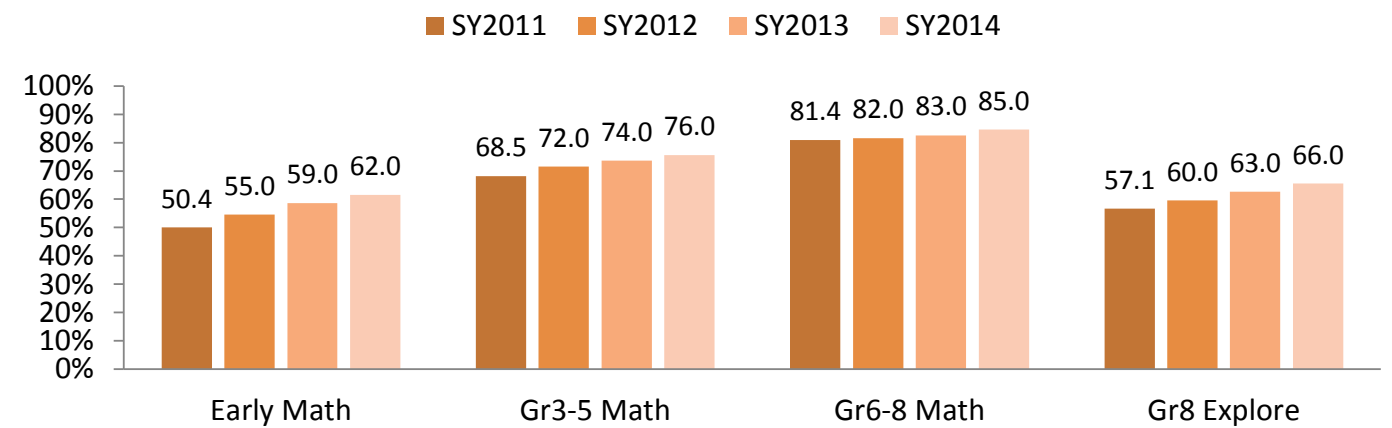
#REF! #REF!

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

| School Name | |
|---|-----------------------------|
| To get started, please select your school's name from the drop down list: | Sauganash 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 |
| Christine Munns | Principal |
| Melissa Raich | Assistant Principal |
| Andrea Allegretti | Counselor/Case Manager |
| Lauren Baker | Classroom Teacher |
| Mary Biesty | LSC Member |
| Teri Court | Special Education Faculty |
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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 | 85.6 | 87.0 | 88.0 | 90.0 | | Early Math % of students at Benchmark on mClass | 50.4 | 55.0 | 59.0 | 62.0 |
| 3rd - 5th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 75.7 | 77.0 | 79.0 | 81.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 68.5 | 72.0 | 74.0 | 76.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 66.9 | 67.0 | 69.0 | 71.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 70.2 | 72.0 | 74.0 | 76.0 |
| 6th - 8th Grade | | | | | | | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 80.1 | 81.0 | 82.0 | 84.0 | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 81.4 | 82.0 | 83.0 | 85.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 57.8 | 65.0 | 68.0 | 71.0 | | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 58.7 | 65.0 | 68.0 | 71.0 |
| 8th Grade | | | | | | | | | | |
| Explore - Reading % of students at college readiness benchmark | 69.6 | 73.0 | 75.0 | 77.0 | | Explore - Math % of students at college readiness benchmark | 57.1 | 60.0 | 63.0 | 66.0 |



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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 | 96.3 | 97.3 | 98.3 | 99.3 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 1.5 | 1.0 | 0.0 | 0.0 |

State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| ISAT - Reading % of students meeting or exceeding state standards | 92.9 | 94.0 | 95.0 | 96.0 | | ISAT - Reading % of students exceeding state standards | 34.5 | 38.0 | 41.0 | 44.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 97.4 | 98.4 | 99.4 | 100.0 | | ISAT - Mathematics % of students exceeding state standards | 49.1 | 52.0 | 55.0 | 58.0 |
| ISAT - Science % of students meeting or exceeding state standards | 95.5 | 96.5 | 97.5 | 98.5 | | ISAT - Science % of students exceeding state standards | 47.3 | 50.0 | 53.0 | 56.0 |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|---|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 2 |
| | <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>PD given in 2010 focused on moving students into the exceeds range. Composite scores on the ISAT went from 35.9% to 44.4%. The school utilizes the measureable goals established by NWEA, ISAT, Dibels for student achievement. In order to implement aggressively the school must continue to narrow the achievement gap by fostering college and career readiness. Through this document, Sauganash's theory of action and strategic plan have further clarified and defined our school's priorities based upon data analysis.</p> | |
| DIMENSION 1: Leadership | Principal Leadership -----> | | | 2 |
| | <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>PD learning occurs without consistent follow through and without regular and ongoing discussions. With the full school day schedule we plan on utilizing the extended time to develop continuous improvement models.</p> <p>Principal completes required observations and evaluations, working on developing ongoing dialogue about goals and benchmarks. Explore tests are administered but results are not analyzed for curriculum goals to support test improvement.</p> <p>Principal provides a welcoming environment to families for numerous school wide events throughout the year.</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 - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>Leadership duties in the school are generally limited to a core group of teachers. We are expanding a greater level of expertise and input by including additional stakeholders.</p> <p>All staff contribute to decision making, however only a small percentage is heard. Staff learning is shared, however further discussions regarding follow through and implementation are limited.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| Instructional Leadership Team (ILT) -----> | | | |
| <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 | As a newly organized group, the ILT is working on establishing their goals and responsibilities. The team is comprised of extremely knowledgeable members, representative of all grade clusters and subjects. | 1 |
| Monitoring and adjusting -----> | | | |
| <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. | Staff analyzes data but is inconsistent with adjusting instruction based on the data findings. | 2 |

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|---|--|---|--|------------|
| 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>Math instruction is driven by instructional materials that include short and long term plans, as well as the Common Core. LA, science, social studies are not always consistent with scope and sequence and do not necessarily follow CC.</p> <p>Teachers develop their own instruction; however, teachers need to collaborate and work more as a team across grade levels to improve Common Core implementation and commonality, focusing on differentiation by learner need. Our lower grades are utilizing leveled readers and focus on fiction.</p> | |
| | Instructional materials -----> | | | |
| | <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>All grade level instructional materials are aligned with standards. Math instruction is on target and aligned with the Common Core. We are currently working on aligning our language arts curriculum with the common core.</p> <p>Differentiation is an ongoing issue. More teachers are embracing this concept with additional PD.</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>Data is accessible, however implementation of analysis is inconsistency utilized school wide. Diagnostic evaluation using formative and summative assessments is used to monitor students; however gaps remain in on-going Progress Monitoring in most grade levels. Assessments generally follow a traditional method and do not provide a complete measure of student learning. Differentiation has not been fully embraced in all curriculum areas and with all teachers.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|--|------------|
| Instruction -----> | | | 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>Although objectives are aligned to standards, the learning objectives or lesson objectives are not consistently communicated to the students. Questioning is more aligned with basic student understanding and comprehension pacing rather than rigorous higher order thinking skills and problem solving. Most often instruction is delivered in whole-group settings with limited consistent opportunities for differentiated learning.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|--|------------|
| | Intervention -----> | | | 2 |
| | <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>We have a systematic and focused RTI program. Further development of intervention and individualized instruction is needed. Our students are regularly monitored. We need to incorporate RTI interventions for Tier 1 and Tier 2 into the general education classrooms.</p> | |
| Professional Learning | Whole staff professional development -----> | | | 2 |
| | <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>PD occurs but is aligned to CPS priorities rather than the school's needs. Quality, effectiveness and relevance of professional development is monitored by our Network. Paperwork is at an all-time high.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|-----------------------|--|---|--|------------|
| DIMENSION 3: I | Grade-level and/or course teams -----> | | | 2 |
| | <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. | Grade levels consistently meet, but could benefit from more administrative directed school priority focus. PD planning should be designed according to both individual school priorities and overall Network priorities. There is currently limited common staff time for discussions on Progress Monitoring data and overall effectiveness of student intervention. Teachers take ownership of their individual students' learning. Individual teachers do the majority of the student planning with minimal input from special education, bilingual and other specialists. Agendas are generally in place. | |
| | 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. | Coaching is in the beginning stages of implementation, currently taking place in informal situations and with small groups of teachers. Limited time and support from district to help new teachers. PD is typically generated by Network and CPS agenda. Teachers occasionally receive quality feedback to support individual growth. Peer observation occurs when requested. The full school day will allow for increased opportunities for peer observations. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 2 |
| | <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>A greater focus is currently on high school expectations of middle school students. The school is developing a school wide philosophy. We are currently offering students leadership activities, including student council and participation in school morning routine. In the middle school there is reinforcement when speaking to students about current grades, selective enrollment and high school. Increased emphasis needs to include creating a college focused culture.</p> | |
| | Relationships -----> | | | 3 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. | <p>All of our students (disabled, bilingual, general) participate in extra-curricular and academic activities. Disabled students are integrated within the school community. Students form bonds with teachers and paraprofessionals. The diversity of student body is embraced by the staff.</p> | |
| Behavior & Safety -----> | | | 3 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <p>Teachers set high expectations for all students and students' behaviors. A school wide discipline plan is in place.</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. | Both administration and staff provide clear information through various forms of media and activities, including schoolnotes.com, open houses, up-to-date school website, advertising in local newspapers, weebly pages, etc. Teachers provide information to parents and students through parent portal, schoolnotes.com. and meetings. | |
| | Ongoing communication -----> | | | 3 |
| | <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. | We continually communicate with parents. Staff is held to a 48 hour reply turn around. The school maintains an open door policy. | |
| | 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. | We offer an open, inviting and friendly atmosphere. The school and PTA host many family oriented activities including Family Fun Night, Halloween Party, Talent Show, Bingo Nights, Student Dances, Open Houses, Family Math and Reading Nights, Student Movie Nights, Parent Volunteer Breakfasts, and Student Field Days. Administration participates in all the activities listed above. We host community association meetings. We open our doors to parent volunteer opportunities. We host an after school day care. | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| 6: College and Career Readiness Supports | Specialized support -----> | | | 2 |
| | <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. | Staff has open communication with parents on an on-going basis. Partnerships with outside social services agencies are an area of need. | |
| | 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. | Grade levels participate in career planning project. Students learn about community jobs along with their career planning responsibilities. Students attend a one day culminating activity at the end of the unit of study. | |
| 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. | The school provides students in grades 6, 7, 8 high school algebra curriculum. | |
| Enrichment & Extracurricular Engagement -----> | | | 3 | |
| | <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | The school ensures equal opportunities for all students to participate in extracurricular and enrichment opportunities. This includes classes in art, foreign language, engineering, martial arts, science exploration, guitar, piano, 7th grade ISAT prep classes, 8th | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|------------------|--|---|--|------------|
| DIMENSION | College & Career Assessments -----> | | | 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 do not participate in college and career ready assessments. | |
| | 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. | NA | |
| | 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. | We offer an extensive program to assist students and parents in grades 6, 7, 8 with the high school application process. This includes orientation meetings, individual meetings with parent/student/school counselor, ongoing communication of dates and events, and selective enrollment test prep. Information packets are created for new student families as well as all incoming kindergarten students. Information is also posted on our school website. Current students are offered summer workbooks facilitating transition into the upcoming grade level. | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|--|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | 3 |
| | <ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | School discretionary funding aligns with identified needs. Based on school's small budget, grant opportunities and PTA/community assist with raising external funds. | |
| | Building a Team -----> | | | 2 |
| | <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. | We have an established hiring process which includes meeting to determine the current needs of the school, we interview and hire based on those needs. School staff takes an active role in evaluating current substitute personnel and student teachers as possible candidates. | |
| Use of Time -----> | | | 2 | |
| | <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. | Collaboration time is limited; however the school strives to develop a schedule that meets the student needs, school wide growth goals, and incorporates teacher collaboration time. Intergration of the rti process is progressing. | |

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 Sauganash School is to provide a high quality educational program that meets the academic needs of our students through an integrated curriculum, differentiated instruction, and the use of technology. We are committed to meeting the academic, social, emotional, and physical needs of our students. We are dedicated to fostering a positive school climate that enables all students' intellectual growth to maximize their potential and prepare them for college and career path readiness.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|--|
| 1 | Staff will align Common Core literacy standards supported by high quality text and incorporating rigorous curriculum with fidelity. | We need to implement a more rigorous instructional curriculum and keep the student growth rate to meet a 3% improvement goal at the end of school year SY13 and SY14. |
| 2 | Staff will incorporate math, science, and technology with high quality Common Core aligned curriculum. | Incorporating the STEM philosophy will provide challenges while recognizing each students' learning uniqueness and holding all students to high expectations to meet a 3% growth of improvement. |
| 3 | Provide reading and math interventions to students who are identified as at risk students | Utilize a systematic approach to analyzing data and implementing research based interventions to move students' growth forward. |
| 4 | | |
| 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 |
|---|---|
| Staff will align Common Core literacy standards supported by high quality text and incorporating rigorous curriculum with fidelity. | We need to implement a more rigorous instructional curriculum and keep the student growth rate to meet a 3% improvement goal at the end of school year SY13 and SY14. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|--------------|---------------------------|-----------|-----------|--------|----------------------------|
| PD for Common Core | Professional Development | All | Administration | Quarter 1 | On-going | | |
| Rich and rigorous use of instructional texts and curriculum | Instruction | All | Staff | Quarter 1 | On-going | | |
| Interpretation of data analysis and implementation to drive instruction to keep pace and meet the needs of all students. | ILT/ Teacher Teams | All | Staff | Quarter 1 | On-going | | Quarterly data discussions |
| Incorporate differentiated instruction to meet the needs of all learners. | Instruction | All | Staff | Quarter 1 | On-going | | DI Lesson Plans |
| Alignment of lesson plans with the Common Core as well as increasing commonality of instructional implementation within grade levels | Instruction | All | Staff with ILT assistance | Quarter 1 | On-going | | |
| Improve curriculum vertical alignment between grade levels | Instruction | All | Staff with ILT assistance | Quarter 1 | On-going | | |
| Best teaching practices shared amongst staff as well as peer observation | ILT/ Teacher Teams | All | ILT Team | Quarter 1 | On-going | | Café and Daily 5 |
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Strategic Priority 1

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Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|--|--|
| Staff will incorporate math, science, and technology with high quality Common Core aligned curriculum. | Incorporating the STEM philosophy will provide challenges while recognizing each students' learning uniqueness and holding all students to high expectations to meet a 3% growth of improvement. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|--------------------------------|-----------|-----------|--------|-----------------------|
| PD for Common Core and technology intergration | Professional Development | All | Administration and ILT team | Quarter 1 | On-going | | |
| Rich and rigorous use of instructional texts and curriculum so that continuity supporting STEM builds | Instruction | All | Staff | Quarter 1 | On-going | | |
| Interpretation of data analysis and implementation to foster improvement | ILT/ Teacher Teams | All | ILT team | Quarter 1 | On-going | | |
| Incorporate differentiated instruction to meet the needs of all learners. | Instruction | All | Staff | Quarter 1 | On-going | | |
| Further commitment to hands on inquiry based science instruction | Instruction | All | Staff | Quarter 1 | On-going | | |
| Alignment of lesson plans with the Common Core with increasing commonality of instructional implementation among grade levels | Instruction | All | Staff with ILT team assistance | Quarter 1 | On-going | | |
| Improving curriculum vertical alignment between grade levels | Instruction | All | Staff with ILT team assistance | Quarter 1 | On-going | | |
| Best teaching practices shared amongst staff as well as peer observation | ILT/ Teacher Teams | All | ILT team | Quarter 1 | On-going | | |
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Strategic Priority 2

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Strategic Priority 3

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