



**2012-2014 Continuous Improvement Work Plan**

**James Shields Elementary School**

Pershing Elementary Network  
4250 S Rockwell St Chicago, IL 60632  
ISBE ID: 150162990252455  
School ID: 610174  
Oracle ID: 25361



**Mission Statement**

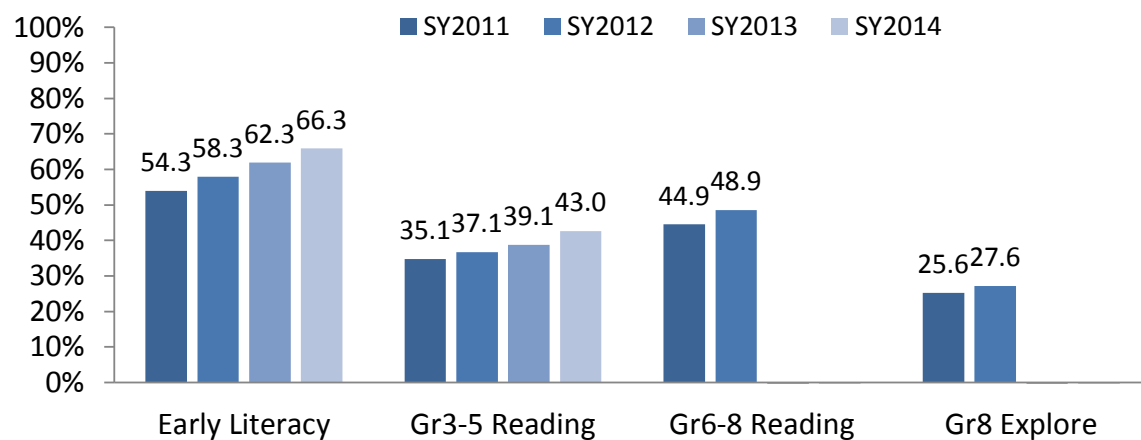
Shields School will effectively meet the needs, interests, and abilities of all learners and find ways to nurture and challenge them. Through collaborative efforts of teachers, parents, community members and administrators our students will learn the academic, technological and interpersonal skills necessary to achieve the highest potential to become responsible and informed citizens.

**Strategic Priorities**

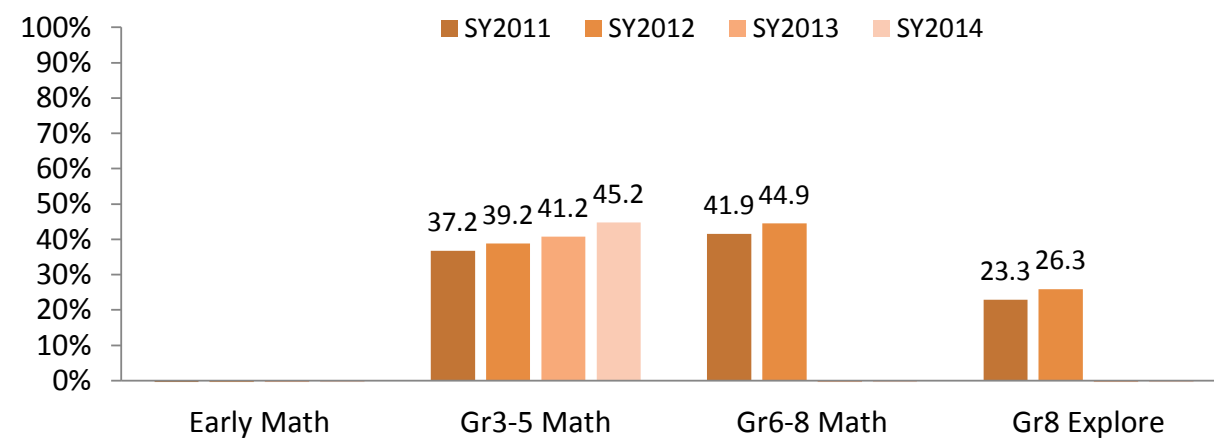
1. Teachers will create and implement Common Core aligned units of study using the Understanding by Design model that incorporate a wide variety of genres and levels of text.
2. The school will effectively use CHAMPS as a part of a whole school positive behavior support model
3. Teachers will routinely and methodically analyze data to address the differentiated needs of students and make sound curricular decisions
4. The school will strengthen relationships within the community to build a collaborative partnership.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

| School Name   |                                 |
|---|---------------------------------|
| To get started, please select your school's name from the drop down list: | James Shields 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        |
| Philip Salemi                      | Principal                 |
| Marian Santor                      | Assistant Principal       |
| Susan Dalyrodriguez                | Assistant Principal       |
| Jaclyn Delaney, Resident Principal | Other                     |
| Meghan Mccormick                   | Lead/ Resource Teacher    |
| Rosa Heredia                       | Lead/ Resource Teacher    |
| Marie Sullivan                     | Lead/ Resource Teacher    |
| Michelle Marose, Andrea Wegner     | Counselor/Case Manager    |
| Paul Hartman                       | Classroom Teacher         |
| Deidre Bolen                       | Classroom Teacher         |
| Jill Hovanes                       | Classroom Teacher         |
| Laura Medaglia, Vikki Ferro        | Special Education Faculty |



## Elementary Goal Setting

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

### Academic Achievement

| Pre-K - 2nd Grade  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | SY2011 Score  | SY2012 Goal | SY2013 Goal | SY2014 Goal |      |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| <b>Early Literacy</b><br>% of students at Benchmark on DIBELS, IDEL                                | 54.3         | 58.3        | 62.3        | 66.3        |  | <b>Early Math</b><br>% of students at Benchmark on mClass                                       | NDA         | NDA         | NDA         | NDA  |
| <b>3rd - 5th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 35.1         | 37.1        | 39.1        | 43.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 37.2        | 39.2        | 41.2        | 45.2 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 59.8         | 60.8        | 61.8        | 63.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 70.8        | 70.8        | 70.8        | 70.8 |
| <b>6th - 8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 44.9         | 48.9        | NDA         | NDA         |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 41.9        | 44.9        | NDA         | NDA  |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 66.8         | 66.8        | NDA         | NDA         |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 63.2        | 64.2        | NDA         | NDA  |
| <b>8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Explore - Reading</b><br>% of students at college readiness benchmark                           | 25.6         | 27.6        | NDA         | NDA         |  | <b>Explore - Math</b><br>% of students at college readiness benchmark                           | 23.3        | 26.3        | NDA         | NDA  |



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### Climate & Culture

| All Grades  | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |   | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| <b>Attendance Rate</b><br>Average daily attendance rate | 97.0   | 97.0        | 97.0        | 97.0        |   |        |             |             |             |
|   |        |             |             |             | <b>Misconducts</b><br>Rate of Misconducts (any) per 100 | 13.9   | 12.9        | 8.0         | 5.0         |

### State Assessment

| All Grades<br>% Meets & Exceeds   | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | All Grades<br>% Exceeds  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| <b>ISAT - Reading</b><br>% of students meeting or exceeding state standards     | 67.6         | 70.6        | 60.0        | 62.0        |  | <b>ISAT - Reading</b><br>% of students exceeding state standards     | 12.7         | 16.7        | 17.7        | 18.7        |
| <b>ISAT - Mathematics</b><br>% of students meeting or exceeding state standards | 84.6         | 85.6        | 86.6        | 87.6        |  | <b>ISAT - Mathematics</b><br>% of students exceeding state standards | 18.3         | 20.3        | 21.3        | 22.3        |
| <b>ISAT - Science</b><br>% of students meeting or exceeding state standards     | 68.2         | 70.2        | 60.0        | 61.0        |  | <b>ISAT - Science</b><br>% of students exceeding state standards     | 8.1          | 12.0        | 8.0         | 9.0         |

## 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 | <b>Goals and theory of action</b> ----->  |   |  | 3          |
|                         | <ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>  | <ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>  | <p>The school has set measurable goals for the past 2 years aimed at narrowing the achievement gap at the school (55% growth targets on NWEA for all students in grades 3-8 in the 2010-2011 school year and 65% growth targets on NWEA for all students in grades 3-8 in Reading and Math for the 2011-2012 school year. These targets would put the school in the 90th percentile in the nation.</p> <p>Their are two theories of action for Shields:</p> <ol style="list-style-type: none"> <li>1. If teachers have access to assessment data for their students, and if they have the support, time and skills to analyze it, then they will plan instruction to better meet student needs.</li> <li>2. If instruction is customized to students' ability level while holding high expectations and providing rigorous instruction, they will learn more.</li> </ol>   |            |
|                         | <b>Principal Leadership</b> ----->  |   |  | 4          |
|                         | <ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul> | <ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul> | <ul style="list-style-type: none"> <li>Professional learning is organized through administrative feedback from observations, peer observations, team meetings, professional development and coaching cycles.</li> <li>Administrators (Principal, AP's and Resident Principal) and Literacy Coach monitor instructional practice and provide feedback to each staff member so that they are able to establish goals for themselves and continually improve. The Principal engages staff in ongoing discussions on best practices.</li> <li>Principal supports the school wide vision for students and articulates it to the school community.</li> <li>Principal develops a family-school-community partnership through Community School program. Actively engages the community to create shared responsibility for student and school success through Open House, parent programming, newsletters, and parent conferences.</li> </ul> |            |

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| Typical School   | Effective School   | Evidence  | Evaluation |
|--|--|---|------------|
| <b>Teacher Leadership</b> ----->   |  |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>A core group of teachers performs nearly all leadership duties in the school.</li> <li>A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul> | <p>Principal develops a community of learners through leadership opportunities: ILT membership<br/>Grade level chair<br/>RTI team<br/>committee chairs<br/>mentor teachers<br/>CIWP team<br/>Union Leadership<br/>PPC<br/>PPLC,<br/>Bilingual lead teacher<br/>Literacy Coordinator</p> <p>Teachers are encouraged to share strategies, learnings, and best practices at grade level meetings and professional development opportunities (on and off campus).</p> |            |

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| Typical School   | Effective School   | Evidence   | Evaluation |
|--|--|--|------------|
| <b>Instructional Leadership Team (ILT)</b> ----->  |  |  | <b>2</b>   |
| <ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul> | <ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul> | <ul style="list-style-type: none"> <li>The ILT team is composed of representation from special education, bilingual education, counseling, technology, School Administration, Primary, Middle, and Upper grades.</li> <li>The ILT assists in the work of improving teaching and learning school-wide.</li> <li>The ILT targets areas for staff professional development which includes whole staff, teacher teams, peer observations, and extra planning time.</li> <li>The ILT works in conjunction with the administration to analyze data from multiple sources to plan and drive instruction.</li> </ul>   |            |
| <b>Monitoring and adjusting</b> ----->   |  |  | <b>4</b>   |
| <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>  | <ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>  | <ul style="list-style-type: none"> <li>The administration analyzes data from multiple sources (ISEL, NWEA, ISAT, Reading A-Z) and utilizes the information to continue refining the school's theory of action.</li> <li>All teachers participate in grade level analysis and subsequent individual classroom analysis of data to develop instructional groupings and make any necessary adjustments as needed throughout the year.</li> <li>Entire teacher team is involved in school-wide vertical planning three times per year with a school wide gallery walk to examine each grade level's growth towards school-wide literacy benchmarks.</li> </ul> |            |

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|                                       | Typical School   | Effective School  | Evidence   | Evaluation |
|---------------------------------------|--|---|--|------------|
| <b>DIMENSION 2: Core Instruction</b>  | <b>Curriculum</b> ----->   |   |  | <b>3</b>   |
|                                       | <ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul> | <ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul> | <ul style="list-style-type: none"> <li>Each grade level has created a comprehension benchmark that contributes to our school wide vision of a graduating Shields student. Each benchmark is then broken down to address the specific standards that ensure students' achievement towards the end of the year benchmark. Grade levels incorporate all strands of Language Arts within a scope and sequence.</li> <li>Math, Science and Social Studies units are aligned to a Language Arts theme when appropriate. All resource teachers have access to each grade levels scope and sequence and infuse them within their curriculum. Grade levels are in the process of evaluating current units in order to enhance and adapt them to fit the expectations of the Common Core standards. Each grade level has compiled their units into a curriculum guide to ensure consistency across the grade level.</li> <li>In order to gain a better understanding of the students' progress toward achieving their grade level benchmark, teachers create and administer assessments throughout the year. These assessments are based on grade level appropriate texts and address their particular benchmark. The assessments require students to read both fiction and nonfiction texts as well as synthesize multiple texts. Teachers scaffold texts around a common theme in order for students to be able to read complex text</li> <li>Every classroom has a library that allows students access to various genres of texts. These texts are leveled to meet all students' reading ability.</li> <li>All special education and ELL teachers work closely with the general education teachers attending weekly grade level meetings where lesson plans are discussed and developed. In addition, separate planning sessions are scheduled weekly for teachers who are part of our inclusion program. For our inclusion and pull out program, lessons are aligned to grade level goals and students are exposed to grade level material. The ELL teachers follow the grade level scope and sequence and use the grade level material within their instruction.</li> </ul> |            |
| <b>Instructional materials</b> -----> |  |   | <b>3</b>   |            |
|                                       | <ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>  | <ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>  | <ul style="list-style-type: none"> <li>Each grade level team has access to a basal reading series and textbooks to use as a base for the instruction of their scope and sequence. Novels are also infused into the curriculum to complement the language arts theme instruction. Informational texts supplement the novels to gather background knowledge and enhance the understanding of a topic, theme, person or time in history. In addition, each classroom receives a subscription to Scholastic News with Smartboard access and various magazines such as Cricket, Cobblestone and Ranger Rick to widen their knowledge and comprehension of a variety of genres.</li> <li>Modified versions of books and books on CD are created when needed to meet IEP goals for the students with special needs. In our bilingual classrooms, all books are available in students' native language. For "pull out" programs, grade level texts are used when appropriate and supplemented with leveled readers at the students' individual reading ability that allow for skill instruction</li> </ul>   |            |



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| Typical School   | Effective School  | Evidence  | Evaluation      |
|--|---|---|-----------------|
| <p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>  |   |   |                 |
| <p><b>Assessment</b> -----&gt;</p>   |   |   | <p><b>3</b></p> |
| <ul style="list-style-type: none"> <li>School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul> | <ul style="list-style-type: none"> <li>School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul> | <ul style="list-style-type: none"> <li>School-wide, teacher team and classroom data is organized and available to our teachers immediately after each assessment. Individual student NWEA scores are available directly after the student completes the assessment. Within 24 hours of testing, teachers can access reports that provide overall RIT scores, RIT by strands and lexile levels. Primary teachers have immediate access to ISEL results and running records. Benchmark assessments are evaluated using a scoring tool and whole class data is compiled by each classroom teacher. Classroom teachers can evaluate student progress in Compass by having reports emailed to them.</li> <li>Teachers use a variety of assessment methods within their curriculum. Benchmark assessments are given three times a year to evaluate students’ progress towards their benchmark goal. In our primary grades, ISEL is administered three times a year and progress monitoring takes place between administrations. Running records are given throughout the year to monitor changes in students’ reading levels. To assess IEP goals, students are given the WoodCock and Keymath. Throughout the year, pretests, exit slips, end of unit tests, skills based application tests and performance based assessment are all used to evaluate students’ growth.</li> <li>Accommodations and modifications within assessments are implemented and aligned with the IEP goals of students with special needs. The accommodations and modifications include, but are not limited to reading aloud tests, working one on one and students being allowed to use reference material and calculators when deemed necessary. Performance criteria are adjusted to match abilities and appropriate expectations.</li> </ul> |                 |

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| Typical School  | Effective School  | Evidence   | Evaluation |
|---|---|--|------------|
| <b>Instruction</b> ----->   |   |  | <b>3</b>   |
| <ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul> | <ul style="list-style-type: none"> <li>•Grade level benchmarks are posted in the classroom using student-friendly terms to make students aware of the end of the year expectations. Students are aware of end of the year benchmark since it is posted in their classroom and explained in student friendly terms at the beginning of the year. Learning objectives are established with the students through the use of student-friendly I Can statements for all content areas. By using the backward design method of unit planning, teachers will be evaluating current instruction in terms of content importance and its relevance to students.</li> <li>•Our current benchmark assessments require students to demonstrate their thinking by answering short response questions. Students need to state claims and provide evidence from the text. In order for students to accomplish the task, instruction needs to scaffold from low level questioning to deeper questioning to prove comprehension of texts.</li> <li>•The scope and sequences, units and lessons incorporate the standards and are staircased to build upon each other throughout the year. To monitor the effectiveness of the scope and sequence, teachers use numerous school-wide assessments. During planning meetings, progress and assessment data is discussed to determine instructional decisions around grouping to achieve student learning. With the implementation of guided reading and small group instruction, all students are able to access tasks at their level.</li> </ul> |            |

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| Typical School  | Effective School  | Evidence  | Evaluation |
|---|---|---|------------|
| <b>Intervention</b> ----->  |   |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul> | <ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul> | <p>At the beginning of the year, various assessments (ISEL, running records, NWEA, benchmark assessments) are administered to identify students in need of academic intervention. Teachers analysis running record information and use the DesCartes to provide direction for support. Once a need is identified, teachers begin Tier II work in small groups, Guided Reading, push-in and pull-out support, and one on one support. Students' progress is routinely evaluated to determined success of intervention. An RTI interventionist will continue Tier II work if the in class interventions are deemed unsuccessful. AT this time, the interventionist implements the Passport program for additional screening and support. The RTI teams meets regularly to monitor the interventions and make appropriate adjustments.</p> |            |

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|---|---|---|---|------------|
| <b>DIMENSION 3: Professional Learning</b> | <b>Whole staff professional development</b> ----->  |   |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>• Quality, effectiveness or relevance of professional development is not monitored.</li> </ul> | <ul style="list-style-type: none"> <li>• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul> | <ul style="list-style-type: none"> <li>•To ensure success in meeting our student achievement goals, staff has been involved with extensive NWEA data analysis and professional development during the second half of this year regarding how to use the data to drive instruction. Using the Pershing Network Implementation Rubric as a guide, we have worked towards reaching the latter stages of this rubric. Now we need to focus on further refining our differentiated instruction and advanced use of curriculum for targeted instruction based on students' overall scores and growth areas.</li> <li>•The entire staff participates in a Gallery Walk discussion at the beginning, middle, and end of the year to analyze the K-8 continuum of student progress in meeting benchmark goals identified for each grade level.</li> <li>•The staff has also participated in several professional development sessions regarding the unpacking of the Common Core standards in order to begin preparing to align curriculum and instruction to these standards.</li> <li>•School-wide structures ensure that professional development is ongoing and relevant to teachers. Administration attends grade level meetings on a weekly basis to gather input and feedback from teachers regarding their professional development needs. Administration will follow up with teachers to ensure implementation of effective practices learned through professional development sessions.</li> </ul> |            |

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|--|---|--|------------|
| <b>Grade-level and/or course teams</b> ----->  |   |  | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure sufficient collaboration time, all teachers meet at least once per week for teacher-led grade level meetings. Grade level chairpersons collaborate frequently with team members, the Literacy Coach, and administration to determine agendas for meetings. Teachers use grade level meetings to discuss, share, and analyze student data and student work samples, as well as make any necessary adjustments to scope and sequence of instruction. We can become stronger in this area through devoting more time to collaborative unit planning using the backwards design model to integrate more subject areas into specific units of study. Teachers can also further utilize this time by planning RIT-band instruction.</li> <li>Teachers and specialists meet approximately every 5 weeks to discuss progress-monitoring data for students receiving special education, bilingual, and school-based intervention services.</li> </ul>  |            |
| <b>Instructional coaching</b> ----->   |   |  | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>  | <ul style="list-style-type: none"> <li>New teachers are provided with effective induction support from administration in addition to the district support they receive through the New Teacher Center. Through participating in frequent classroom observations followed by cycles of feedback, reflection, and goal-setting, new teachers have many opportunities to discuss and improve their practice.</li> <li>In the beginning of the year, teachers set individual professional goals and work with administration and Literacy Coach to develop plans to reach their goals. The team could improve in this area by providing more consistent quality feedback to all teachers.</li> <li>Several teachers have begun participating in peer observation and coaching opportunities, although this practice is not yet seen as an integral part of the school’s plan for professional learning. School will work toward providing more time for peer observation and feedback. Teachers have access to First Class lesson and resource storage system to share documents in an efficient way.</li> </ul> |            |

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|                                  | Typical School   | Effective School  | Evidence   | Evaluation |
|----------------------------------|--|---|--|------------|
|                                  | ----->   |   |  | 4          |
| DIMENSION 4: Climate and Culture | <p><b>High expectations &amp; College-going culture</b></p> <ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul> | <ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul> | <p><b>College/Career ready:</b></p> <ul style="list-style-type: none"> <li>Across the curriculum, teachers and staff members engage students in discussions around career options and choices.</li> <li>Teachers and school counselors use Explore Test results to conference with students and parents about post high school goals and then assist with selection of high school programs to best meet student interests.</li> <li>School Counselors investigate high school graduation and college placement statistics and channel 8th graders to apply to those programs as well as the International Baccalaureate Program.</li> <li>7th grade students complete a unit on the Real Game –requiring student to make real life decisions based upon their assigned career, income, family size, life style, etc.</li> <li>Offering honors reading and math programs including accredited High School Algebra class.</li> <li>Gear Up program which help students develop organization and study skills to ensure success in high school and college</li> </ul> <p><b>College-going culture</b></p> <ul style="list-style-type: none"> <li>School “wall of success” highlights Shields graduates who have graduated from college and/or have achieved success in their chosen field.</li> <li>K-8 curriculum is staircased to ensure that all students graduating from 8th grade are high school and therefore, college ready.</li> </ul> <p>Student Leadership/student voice</p> <ul style="list-style-type: none"> <li>Administrative team reviews the student results of the “My School, My Voice” survey to address the needs identified by students.</li> <li>Students complete an online technology survey.High_expectations_and_College_going_culture</li> <li>LSC parent representatives will bring student issues to the attention of the school team.</li> <li>Student Council and Student leaders in Brighton Park Neighborhood Council Youth Summit</li> </ul> |            |

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|--|---|---|------------|
| <b>Relationships</b> ----->  |   |   | 4          |
| <ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul> | <ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul> | <p><b>Adult Advocates</b></p> <ul style="list-style-type: none"> <li>Administrative before/after school mentoring program – grades 4,5 and 8.</li> <li>Before/after school teacher-led homework help</li> <li>School Social worker works with groups of students in after school program for social/emotional learning.</li> <li>Special education support team provides services to individual and groups of students per IEP's.</li> <li>BPNC counselors work with individual and groups of students to focus on issues related to self-esteem, decision making, peer relationships, gangs, cutting, etc</li> </ul> <p><b>Patterns of Interactions:</b></p> <ul style="list-style-type: none"> <li>Teacher mentoring groups</li> <li>Office staff that is approachable and responsive to childrens/parents needs</li> <li>Continuum of discipline – before/after school detentions;in/out of school suspensions; parent conferences; counseling services; BPNC community program and services</li> </ul> <p><b>Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Inclusion Programs at all grades; ESP support; participation in all extra-curricular activities including sports, talent show, community school, homework help, etc</li> </ul> <p><b>Home Language and Culture:</b></p> <ul style="list-style-type: none"> <li>Parent ELL groups; Bilingual classrooms; Selection of Spanish books in classroom libraries; Bilingual Newsletter; Parent/child activities calendar; Cinco de Mayo celebration</li> </ul> |            |

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|---|---|---|------------|
| <b>Behavior&amp; Safety</b> ----->  |   |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul> | <ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul> | <p><b>Student Discipline</b><br/>Student of the Month; Classroom incentive programs; Lunchroom Behavior incentive program; Counseling programs(indiv. &amp; group); Uniform Discipline code; Behavior Plans; Community School.</p> <p><b>Safe, welcoming environment</b><br/>Parent Patrol; student safety patrol; student teachers; parent volunteers; high school service learning hours; Cyber Bullying Program; building security officers; Emergency drills.</p> |            |

|                             |  |  |   |
|-----------------------------|--|--|---|
| <b>Community Engagement</b> | <b>Expectations</b> ----->   |  | <b>3</b>  |
|                             | <ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul> | <ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul> | <ul style="list-style-type: none"> <li>The Principal participates at the student/parent orientation meetings and grade level open house meetings, held at the beginning of each school year.</li> <li>Information regarding grade level performance, annual goals and expectations are shared both verbally and through printed materials.</li> <li>Parents are given information regarding school choice in the beginning of the school year.</li> </ul> |



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|                                   | Typical School  | Effective School  | Evidence  | Evaluation |
|-----------------------------------|---|---|---|------------|
| <b>DIMENSION 5: Family and</b>    | <b>Ongoing communication</b> ----->   |   |   | <b>3</b>   |
|                                   | <ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>  | <ul style="list-style-type: none"> <li>The teachers participate at the student/parent orientation meetings or grade level open house meetings. Information regarding classroom/course goals, grading system and expectations are communicated.</li> <li>Seventh and eighth grade families are given detailed information regarding high school selection, throughout the school year. Students and parents receive a timeline addressing entrance exams, open houses, application deadlines and high school course information.</li> </ul>  |            |
|                                   | <b>Bonding</b> ----->   |   |   | <b>3</b>   |
|                                   | <ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul> | <ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul> | <p>Communication between the school and home is continuous throughout the year. Open houses, orientations and student planners are just the beginning. Monthly newsletters and calendars outline upcoming events and future coursework. Most teachers either speak with parents or send weekly progress reports home explaining students' grades and behavior. Neighborhood papers print articles and pictures of our school activities and celebrations. The school website, marquee and vast parent/community meetings support the ongoing communication between school and home.</p> |            |
| <b>Specialized support</b> -----> |   |   | <b>4</b>  |            |
|                                   | <ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>  | <ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>  | <p>Opportunities are provided for family and community members to actively participate in school programs. The school is accessible after-hours to students, parents and community members for workshops and classes of interest. Parent volunteers assist with students' safety before and after school. Reading week, assemblies, award ceremonies and Cinco de Mayo festivities create authentic and celebratory opportunities for students, parents and community members.</p>  |            |

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|--|--|---|---|------------|
| <b>College and Career Readiness Supports</b> | <b>College &amp; Career Exploration and election</b> ----->  |   |   | <b>2</b>   |
|  | <ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>   | <ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>   | <p>Teachers set high expectations for their students every year. Students learn to be prepared for class by following established routines, obeying classroom and school rules, and understanding they are responsible for their own actions. Students learn there are consequences for their behavior and learn to be more accountable for their own education. They start to understand at an early age they can make their own choices and these choices can affect their learning.</p>  |            |
|  | <b>Academic Planning</b> ----->  |   |   | <b>2</b>   |
|  | <ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul> | <ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers across all grade levels collaborate to plan units based on the Common Core Standards focusing on essential questions and the "big idea." Students also start preparing to choose high school courses based on their college and/or career choice. College tutors are also provided to help struggling students. Students are exposed to computer research programs such as PAWS in Jobland and other internet resources to help investigate both college and career options.</li> <li>Teachers create engaging lessons to connect real world experiences to the curriculum to help students prepare for future endeavors. Special education students also participate in the creation of their transition plans in eighth grade to help prepare them for high school and beyond.</li> </ul> |            |

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|---|--|---|---|------------|
| <b>DIMENSION 6: College &amp; Career Readiness</b>              | <b>Enrichment &amp; Extracurricular Engagement</b> ----->  |   |   | <b>4</b>   |
|   | <ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul> | <ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>  | <p>Several opportunities are available for students in all grade levels to meet their academic and social-emotional needs. Intramural sports programs, band class, math club and other clubs, homework help, and other enrichment programs are available. Individual counseling and counseling groups are available for boys and girls to address particular issues such as bullying, peer relationships, self-esteem, anger coping, cognitive behavior therapy, and other personal needs. The Brighton Park Neighborhood Council also provides several enrichment programs based on the needs of the students. Assemblies showcase the work of most of these students throughout the year.</p> |            |
|   | <b>College &amp; Career Assessments</b> ----->   |   |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>  | <ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>  | <p>Teachers promote college and career awareness on a regular basis. Most teachers also expose their students to different career options through research and/or discussions. Some teachers also utilize interest/career inventories to assess what the students are most interested in to help design some lessons to satisfy the students needs.</p>   |            |
| <b>College &amp; Career Admissions and Affordability</b> -----> |  |   |   |            |
|   | <ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>   | <ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul> |   |            |

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| Typical School   | Effective School   | Evidence   | Evaluation |
|--|--|--|------------|
| <b>Transitions</b> ----->  |  |  | <b>2</b>   |
| <ul style="list-style-type: none"> <li>• Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>   | <ul style="list-style-type: none"> <li>• The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>• (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>   | <p>Headstart/Pre-K programs are available for students ages 3 and 4. Step-Up to Kindergarten programs are available in the summer for students entering kindergarten. Parent workshops in the primary grades help parents learn what they can do at home to help their children continue learning outside of school hours. Readiness workbooks are provided to continue working over the summer. Other summer school programs are available to help prepare students for the following school year. Students switch classes in most grade levels (walking reading and math) and learn to maintain routines and expectations from each teacher. Teachers maintain communication with each other to help ease the transition between their new and former students by keeping accurate records, and collaborating with the special education and bilingual teachers as well.</p> |            |
| <b>Use of Discretionary Resources</b> ----->   |  |  | <b>3</b>   |
| <p><b>Resource Alignment</b></p> <ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul> | <ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul> | <ul style="list-style-type: none"> <li>• Discretionary spending is aligned to school's goals, needs and priorities.</li> <li>• Staff is encouraged to apply to grants and donors. School has community partnerships(Brighton Park Neighborhood Council, Kelly High School, SGA, River's Edge, etc) that help meet the needs of our staff and students.</li> <li>• Resources are allocated towards the growth of every student</li> </ul>   |            |

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|                | Typical School  | Effective School  | Evidence  | Evaluation |
|----------------|---|---|---|------------|
| DIMENSION 7: R | <b>Building a Team</b> ----->   |   |   | 3          |
|                | <ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul> | <ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul> | <ul style="list-style-type: none"> <li>School works to recruit and build a pool of potential staff members through student teaching, full time substitute teachers, and referrals.</li> <li>Hiring decisions and placement are made based on student needs and school's priorities.</li> <li>Candidates are interviewed by a team. The interview includes questions around teaching/learning, experience, philosophy and classroom management.</li> <li>Grade level teams are assembled to create a group of people who work together to achieve a common goal and believe that each member has something to contribute.</li> </ul> |            |
|                | <b>Use of Time</b> ----->   |   |   | 4          |
|                | <ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>  | <ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>  | <ul style="list-style-type: none"> <li>The schedule is designed to meet the needs of all students and achieve the goals of the school.</li> <li>The schedule allows for common planning time 5 days a week across grade levels.</li> <li>Intervention for struggling students happens for RTI 2 and 3 students. Struggling students have opportunities after school/before school through work with individual teachers.</li> </ul>   |            |

## Mission & Strategic Priorities

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

### Mission Statement

Shields School will effectively meet the needs, interests, and abilities of all learners and find ways to nurture and challenge them. Through collaborative efforts of teachers, parents, community members and administrators our students will learn the academic, technological and interpersonal skills necessary to achieve the highest potential to become responsible and informed citizens.

### Strategic Priorities

| # | Priority Description: Write in the description of your priority.  | Rationale: Write in your rationale (see instructions for guiding questions).   |
|---|---|--|
| 1 | Teachers will create and implement Common Core aligned units of study using the Understanding by Design model that incorporate a wide variety of genres and levels of text. | When we look at our composite Exceeds scores, we are at 15.6%. Through classroom observations and teacher discussions, we have found that there is a need to increase the rigor in daily instruction in order to meet our long term goals. Giving teachers time to evaluate current and previous plans, as well providing them with additional planning time throughout the year will increase and enhance their understanding of the process for subsequent units.  |
| 2 | The school will effectively use CHAMPS as a part of a whole school positive behavior support model  | Currently there is not a school-wide PBIS model is not in place. Misconduct incidents are inconsistent and increasing overall. According to the My School My Voice survey only 38% of students feel that the school is successfully managing behavior. Instituting an evidenced based school-wide model like CHAMPS will lead to an overall improvement in school learning climate and morale. We will see a reduction in student suspensions, and school-wide behavior expectations will be understood and supported by all school stakeholders |
| 3 | Teachers will routinely and methodically analyze data to address the differentiated needs of students and ma  | Using the Pershing Network Implementation Rubric as a guide, we have identified that we are in stage 4 of this rubric. To ensure success in meeting our student achievement goals, staff will be involved with extensive data analysis and professional development regarding how to use the data to drive instruction. Now we need to focus on further refining our differentiated instruction and advanced use of curriculum for targeted instruction based on students' overall scores and growth areas                                       |

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|---|---|--|
| 4 | The school will strengthen relationships within the community to build a collaborative partnership. | My Voice My School survey results indicate average scores in connection to parents and community. The SEF analysis identified areas for growth around providing more opportunities for families and community members to participate in authentic school activities and for providing clear information on expectations of the school. |
| 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   |
|---|---|
| Teachers will create and implement Common Core aligned units of study using the Understanding by Design model that incorporate a wide variety of genres and levels of text. | When we look at our composite Exceeds scores, we are at 15.6%. Through classroom observations and teacher discussions, we have found that there is a need to increase the rigor in daily instruction in order to meet our long term goals. Giving teachers time to evaluate current and previous plans, as well providing them with additional planning time throughout the year will increase and enhance their understanding of the process for |

### Action Plan

### Monitoring

| Milestones   | Category                 | Target Group | Responsible Party                                       | Start     | Completed | Status | Comments & Next Steps |
|--|--------------------------|--------------|---|-----------|-----------|--------|-----------------------|
| All grade levels will collaborate to create at least one Common Core aligned unit each semester using the Understanding by Design model.   | Instruction              | All          | Sullivan, Grade Level Chairs, Teacher Grade Level Teams | Quarter 1 | Quarter 4 |        |                       |
| All grade levels will collaborate after implementing each unit to discuss challenges and evaluate the effectiveness of the unit (noting strengths and growth areas for improvement upon next year's implementation). | ILT/ Teacher Teams       | All          | Sullivan, Grade Level Chairs, Teacher Grade Level Teams | Quarter 1 | Quarter 4 |        |                       |
| Teachers will dedicate at least one grade level meeting per month to sharing and evaluating student work samples   | ILT/ Teacher Teams       | All          | Sullivan, Grade Level Chairs, Teacher Grade Level Teams | Quarter 1 | Quarter 4 |        |                       |
| Teachers will participate in Common Core professional development sessions each quarter  | Professional Development | All          | Sullivan, Grade Level Chairs, Teacher Grade Level Teams | Quarter 1 | Quarter 4 |        |                       |
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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  |
|--|--|
| The school will effectively use CHAMPS as a part of a whole school positive behavior support model | Currently there is not a school-wide PBIS model is not in place. Misconduct incidents are inconsistent and increasing overall. According to the My School My Voice survey only 38% of students feel that the school is successfully managing behavior. Instituting an evidenced based school-wide model like CHAMPS will lead to an overall improvement in school learning climate and morale. We will see a reduction in student suspensions, |

### Action Plan

### Monitoring

| Milestones  | Category                 | Target Group | Responsible Party       | Start     | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|-------------------------|-----------|-----------|--------|-----------------------|
| All teachers will receive a professional development training on the basics of the CHAMPS, an evidence-based approach to classroom behavior management, at the beginning of the 2012-2013 school year.  | Professional Development | All          | Principal, AP, Teachers | Quarter 1 | Quarter 1 |        |                       |
| Grade levels will meet to discuss and agree upon behavioral expectations for the classroom, the lunchroom, hallway, etc. utilizing CHAMPS approach: developing classroom management and discipline plan, teaching expectations to students, and consistently observing and collecting data to make decisions regarding the behavior plan, to ensure student success. Teachers will motivate and interact positively with students as well as correct misbehavior in the hopes of reducing classroom disruptions, office referrals, and suspensions. | ILT/ Teacher Teams       | All          | Principal, AP, Teachers | Quarter 1 | On-going  |        |                       |
| Grade levels will meet once per quarter to discuss the effectiveness of the CHAMPS program regarding student behavior and assess student progress.  | ILT/ Teacher Teams       | All          | Principal, AP, Teachers | Quarter 1 | On-going  |        |                       |
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Strategic Priority 2

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### 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  |
|---|--|
| Teachers will routinely and methodically analyze data to address the differentiated needs of students and make sound curricular decisions | Using the Pershing Network Implementation Rubric as a guide, we have identified that we are in stage 4 of this rubric. To ensure success in meeting our student achievement goals, staff will be involved with extensive data analysis and professional development regarding how to use the data to drive instruction. Now we need to |

### Action Plan

### Monitoring

| Milestones  | Category                 | Target Group | Responsible Party                             | Start     | Completed | Status | Comments & Next Steps |
|---|--------------------------|--------------|---|-----------|-----------|--------|-----------------------|
| All teachers in grades 2-8 will participate in NWEA data analysis professional development and training from DDI Teacher Consulting                                     | Professional Development | All          | Administration, Literacy Coach, Teacher Teams | Quarter 1 | On-going  |        |                       |
| Teachers will dedicate one grade level meeting per month to analyzing NWEA data and student work samples  | ILT/ Teacher Teams       | All          | Administration, Literacy Coach, Teacher Teams | Quarter 1 | On-going  |        |                       |
| All teachers in grades 2-8 will hold 1:1 conferences with each student to discuss NWEA results after each testing cycle   | Instruction              | All          | Teachers                                      | Quarter 1 | Quarter 4 |        |                       |
| All teachers will design instructional experiences that are differentiated for students based on their overall RIT score as well as on their strengths and growth areas | Instruction              | All          | Teachers                                      | Quarter 1 | Quarter 4 |        |                       |
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**Strategic Priority 3**

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### Strategic Priority 4

**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  |
|---|--|
| The school will strengthen relationships within the community to build a collaborative partnership. | My Voice My School survey results indicate average scores in connection to parents and community. The SEF analysis identified areas for growth around providing more opportunities for families and community members to participate in authentic school activities and for providing clear information on expectations of the school. |

### Action Plan

### Monitoring

| Milestones   | Category             | Target Group | Responsible Party              | Start     | Completed | Status | Comments & Next Steps |
|--|----------------------|--------------|--------------------------------|-----------|-----------|--------|-----------------------|
| Teachers will invite parents into the classroom to observe instruction or participate in an instructional activity on a quarterly basis      | Parental Involvement | All          | Teachers                       | Quarter 1 | On-going  |        |                       |
| School leadership will work with Brighton Park Neighborhood Council Community School to hold monthly parent workshops                        | Parental Involvement | All          | Administration, ILT, BPNC Reps | Quarter 1 | On-going  |        |                       |
| Teachers will initiate positive contact with parents through written communication or phone calls for each student at least once per quarter | Parental Involvement | All          | Teachers                       | Quarter 1 | On-going  |        |                       |
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**Strategic Priority 4**

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## Strategic Priority 5

**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 |
|--------------------------------|-----------|
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### Action Plan

### Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
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