



2012-2014 Continuous Improvement Work Plan

A.N. Pritzker School

Fulton Elementary Network

2009 W Schiller St Chicago, IL 60622

ISBE ID: 150162990252510

School ID: 610229

Oracle ID: 25871



Mission Statement

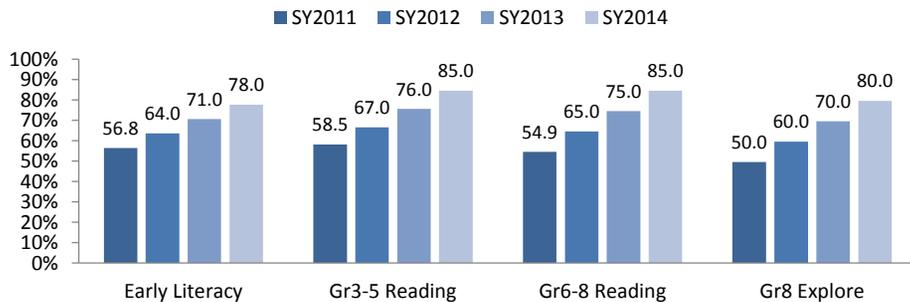
A.N. Pritzker School strives to provide a creative, safe, and healthy environment that embraces diversity and nurtures the whole child, preparing them to be productive citizens and life-long learners.

Strategic Priorities

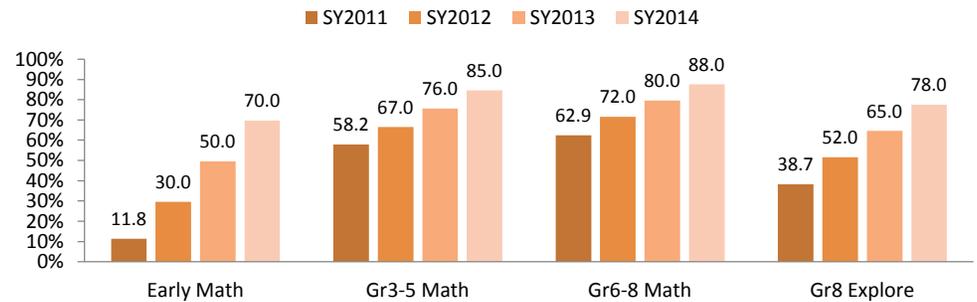
1. Increase the percentage of 8th grade students at College Readiness Benchmark on the Explore Math exam.
2. Increase the percentage of 3rd through 8th grade students in all subgroups scoring at or above grade level in reading and science on interim assessments and the ISAT.
3. Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.
4. Build and strengthen teacher capacity by having teachers participate in professional development targeted on core subject areas, health and wellness, and integration of the fine and performing arts.
5. Create a continuous improvement cycle focusing on improving the school's culture and climate, promoting positive behavior and health and wellness development.

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:	A.N. Pritzker 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
Dr. Joenile S. Albert-Reese	Principal
Barbara Abdullah-Smith	Assistant Principal
Tai Basurto	Classroom Teacher
Mark Bishop	Parent/ Guardian
Paulette Flanagan	Special Education Faculty
Francine Konieczko	Parent/ Guardian
Kathy McNamara	LSC Member
Sylvia Ramos	Community Member
Donald Roseen	LSC Member
Christina Terrell	Parent/ Guardian
Marina Ziolkowski	Lead/ Resource Teacher



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	56.8	64.0	71.0	78.0		<b>Early Math</b> % of students at Benchmark on mClass	11.8	30.0	50.0	70.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	58.5	67.0	76.0	85.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	58.2	67.0	76.0	85.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.0	65.0	75.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.6	65.0	75.0	85.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	54.9	65.0	75.0	85.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	62.9	72.0	80.0	88.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.1	65.0	75.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	57.6	67.0	76.0	85.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	50.0	60.0	70.0	80.0		<b>Explore - Math</b> % of students at college readiness benchmark	38.7	52.0	65.0	78.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	94.6	95.0	96.0	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	36.5	26.5	16.5	10.5

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	82.5	84.0	86.0	88.0		<b>ISAT - Reading</b> % of students exceeding state standards	34.5	36.0	38.0	40.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	86.0	88.0	90.0	92.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	37.2	39.0	41.0	43.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	82.0	84.0	86.0	88.0		<b>ISAT - Science</b> % of students exceeding state standards	29.3	31.0	33.0	35.0

## 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>Pritzker currently uses data to drive instruction (e.g., Scantron, Dibels &amp; mClass Math, ISAT, and classroom assessments).</li> <li>Students are targeted for intervention based on data. We need to better define the desired growth/achievement targets.</li> <li>Theory of action includes: vertical alignment and building professional capacity- staff takes ownership of theory of action.</li> <li>Theory of action evolved after staff self assessed and identified key areas of weakness and strength.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Although 85.7 % of Pritzker students met or exceeded state standards on the 2010-11 ISAT, Pritzker did not make AYP due to one subgroup- Black students. As a result, the principal established a professional learning community to research the various learning styles of African-American male students.</li> <li>Principal periodically surveys staff to ensure that professional development meets teacher needs and is aligned with curriculum goals.</li> <li>Principal helped build a stronger school-home relationship by having each teacher outline academics and maintain a consistent communication vehicle from classroom to home and home to classroom (websites, newsletters, e-mail).</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>- RtI 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>	<ul style="list-style-type: none"> <li>• Pritzker teachers have shown a vested interest in directing the future of the school through their involvement in one or more committees.</li> <li>• Pritzker teachers who attend professional learning activities (PD) are expected to share out information with teachers.</li> <li>• Principal periodically surveys staff to ensure that professional development meets teacher needs and is aligned with curriculum goals.</li> <li>• Collaborative decision making is practiced in committees and shared with staff.</li> <li>• ILT team members provide perspectives on school climate; they work with the principal and advise her on all topics relevant to the school.</li> <li>• Curricular decisions are made as a whole school. Teachers have input about the materials to be purchased and used.</li> <li>• Staff members write and receive grants. Grant writing team is needed.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</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>• Pritzker’s actual score in this area was a 2.8. Pritzker’s ILT is representative of most grade levels but does not include all critical areas of expertise such as special education, bilingual education, or counseling.</li> <li>• Current members of the ILT engage in regular reflection upon its team process and effectiveness and has taken actions necessary to improve its function and progress toward school-wide goals.</li> <li>• ILT team and teachers contribute their suggestions in developing plans for professional development and the team leads much of the school-wide sessions. Members have a solid knowledge base.</li> <li>• ILT Team is crucial in developing long range goals.</li> <li>• The ILT examines school-wide data, but needs to do so more often</li> </ul>	
<b>Monitoring and adjusting</b>			<b>3</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Pritzker administration and teachers analyze data in order to make adjustments to their focus and to provide targeted support to students.</li> <li>• Pritzker needs to develop a more effective approach to analyzing data to ensure progress monitoring is ongoing.</li> <li>• Data used to develop goals; interim benchmarks (assessment) need to be developed.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum pacing/scope and sequence at Pritzker is most often determined by the pacing set forth in instructional materials or by individual teachers.</li> <li>Teachers are becoming familiar with Common Core standards, and are transitioning from Illinois State Standards.</li> <li>Staff has identified a need for backward mapping.</li> <li>Instructional material is somewhat consistent horizontally.</li> <li>Vertical alignment is lacking in core content areas. There is a need for school-wide adoption in literacy, math, and science curriculum.</li> <li>Teachers need to develop Common Core assessment and evaluation tools.</li> <li>Structures are in place to support ELL and students with disabilities in alignment with the general education classroom.</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>Pritzker provides each grade level instructional materials that are aligned with standards.</li> <li>Instructional materials are available that support students with disabilities as well as varying language proficiency levels of ELL's. Teachers inventoried grade level literacy materials and completed the material survey.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have access to data and have reviewed standardized testing in whole group.</li> <li>• Non-standardized testing varies from teacher to teacher but lacks cohesion.</li> <li>• Pritzker has a uniformed grading scale but teachers are allowed to assign weights to components related to the subject areas they teach.</li> <li>• Students with disabilities and ELL students providers work together to ensure grading for these students is collaborative and assessments and modifications are in place to ensure that students with disabilities and ELL students are able to appropriately demonstrate their knowledge and skills.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>3</b></p>
<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>• Most of Pritzker's teachers clearly communicate with students the standard-based learning objectives, directions, and procedures, as well as relevance of the learning.</li> <li>• Not all teachers engage in rigorous instruction, employing higher order thinking skills.</li> <li>• Many teachers do not differentiate instruction; whole group is most widely evidenced. There is a critical need for more leveled materials to address common skills, along with a need for teacher training to use these materials.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			<b>2</b>
	<b>Intervention</b>			
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>The schools has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>Intervention strategies have been developed to remediate students academically as well as behaviorally.</li> <li>Interventions are monitored by SPED teachers and the Case Manager, but not closely by ILT and individual teachers.</li> <li>Intervention focus has primarily been on literacy and math.</li> <li>A procedure for monitoring and regrouping is needed.</li> </ul>	
	----->			<b>2</b>
<b>Professional Learning</b>	<b>Whole staff professional development</b>			
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The school has identified priorities and professional development is being planned to focus on those areas.</li> <li>Pritzker needs to develop a year-long focused plan for the whole staff professional development aligned to school-wide priorities, growth goals, and incorporate district initiatives.</li> <li>Teachers respond to surveys identifying what PD they need. incorporate district initiatives and are also encouraged to attend outside seminars.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Pritzker teacher meet in grade levels and are in the process of developing quarterly plans which will focus on instruction and provide a vehicle for parental communication and involvement.</li> <li>Teacher teams do not always include all teachers regardless of discipline (e.g., General Ed, SPED, Bilingual, and other specialist).</li> <li>Ownership for student learning results often lies primarily with individual teachers and not the team.</li> <li>Teachers participate not only in grade level meetings, but also as committee members, such as literacy team, technology team, special education team, etc. Each team member participates to develop a framework for the entire school to follow.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Peer observation and cross-classroom visitation happens occasionally, but is not an integral part of the school's plan for professional learning.</li> <li>There is a need for a more comprehensive New Teacher Induction support.</li> <li>Few content areas have actual coaches to assist teachers in strengthening their skills.</li> <li>Teachers need more consistent quality feedback that supports their individual growth.</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>Pritzker does an excellent job preparing students for high school by holding high schools fairs and informational meetings to inform parents regarding school options.</li> <li>Beginning in the 6th grade, students visit local colleges and universities to familiarize themselves with future options.</li> </ul>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Pritzker actual rating was a 3.6 in this category. Patterns of interaction between adults and students are respectful, coupled with appropriate and fair responses to disrespectful behavior.</li> <li>Students and adults show respect to students with disabilities, students from different cultures, and respect for their expression of ideas.</li> <li>Differences are shared, accepted, and celebrated (cultural and learning styles).</li> <li>Students with disabilities are offered same opportunities as other students (inclusive) in all areas.</li> <li>There is still a need to focus more intently on social/emotional student needs and helping deal with conflict, making friends, bullying and dealing with home issues.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>Pritzker utilizes a progressive approach to discipline that adheres to the Student Code of Conduct.</li> <li>School is in process of initiating positive behavior intervention strategies to teach students a value system that stresses positive and negative consequences depending on the action and recognizes positive deeds.</li> <li>Staff and parents work together to establish and maintain a healthy, safe, and nurturing welcoming school environment.</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and 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>Teachers prepare class syllabus to inform parents as to what students are expected to achieve in a given grade level.</li> <li>Periodic meetings are held to inform parents about available options after students leave Pritzker.</li> <li>Teachers provide clear explanations about how grades are given so students and parents have an understanding how grades are earned.</li> <li>School shares information from the School Scorecard and Progress Report with parents to keep them informed as to how the school is performing.</li> </ul>	
	<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>Pritzker's website and parent newsletters have been a great way to keep parents informed, but the distribution frequency of school newsletters needs to be improved.</li> <li>Parents are welcomed and encouraged to ask questions and communicate with teachers and principal.</li> <li>School has set expectations as to how quickly teachers must respond to parental concerns (within 24 hours).</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>	<ul style="list-style-type: none"> <li>Pritzker has a welcoming and non-threatening environment.</li> <li>Parents have frequently met individually, and in small groups, with the principal to hear her ideas/vision and to share their own ideas and concerns with her.</li> <li>Teachers are encouraged to maintain on-going communication with parents.</li> <li>Evening events are held inviting parents in to watch their children perform and participate in various learning events (e.g., Math and Science Night, Annual Musical Production, Fun Fest, Family Reading Night, etc).</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff provides help to students beyond the regular school days by collaborating with social services agencies and also by providing tutoring services at nearby homeless shelter.</li> <li>School collaborates with outside agencies to support families in need of specialized supports (e.g., Community Counseling Services C-4, St. Mary's Hospital, and Association House.)</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed college and career choices. Students have visited U of I and DePaul University.</li> <li>Students participate in DePaul's Lawyers in the Classroom; Just Beginning Law Foundation, Junior Achievement; and Stock Market Club.</li> </ul>	
<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>At present there has not been much attention paid to career and college readiness at the lower grades with the exception of Junior Achievement.</li> <li>Fourth and fifth grade students are now participating in Journey World through a grant from PTO.</li> <li>Pritzker is a neighborhood school, a Regional Gifted Center which offers an accelerated curriculum, and is also a Fine and Performing Arts Magnet Cluster School.</li> <li>Pritzker offers HS Algebra to all 8th grade students.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>Pritzker offers a wide range of extracurricular and enrichment opportunities for all students to participate in such as: Chess Wizards, Mad Science, Spanish and Mandarin classes, piano, band, guitar, and violin lessons, puppet making, boys and girls sports, stock</li> </ul>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for the 8th grade Explore Test is the only career assessments and college readiness assessments currently being done at Pritzker.</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A: High School Only	
	<b>Transitions</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Pritzker has initiated a "Freshmen Round-Up" as a way to keep up with former 8th graders as part of Freshman on Track</li> <li>Pritzker teachers engage in vertical and horizontal teaming</li> <li>Our 6th grade is made up of gender specific classrooms.</li> <li>Teachers make themselves available, even at off hours, to communicate with parents about student academic and social well-being.</li> <li>Teachers offer extended time beyond school hours to mentor/tutor students who request help.</li> </ul>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>4</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities are identified and discreptionary spending is aligned with identified needs and strategic priority.</li> <li>• Teachers are asked to do a needs assessment in order to compile an annual wish list comprised of 3 categories: <i>absolutely must have...</i>, <i>would be nice if I had...</i>, and <i>in an ideal world, I would like...</i></li> <li>• Both staff, parents, and community groups individually pursue grant opportunities to maximize our financial resources. However, there is a need to establish a school-wide grant committee to apply for larger grants.</li> <li>• Differentiated materials are on hand to ensure the success of every child.</li> </ul>		
	<b>Building a Team</b> ----->				<b>4</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Pritzker rated itself a 3.5 in this category. Hiring is conducted by first considering the needs of the school as a whole.</li> <li>• A pool of potential candidates profiles are created according to "best fit."</li> <li>• Pritzker hosts many excellent student teachers from several universities throughout the year.</li> <li>• Hiring is done by staff capacity and scheduling priorities; parents, LSC, teachers have opportunities to participate in the interviewing process.</li> </ul>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level and committee teams have common preparation time to allow for teacher collaboration.</li> <li>• A block of time needs to be designated in the FSD Plan for intervention and enrichment which will includes all students.</li> <li>• SPED students receive interventions; some struggling students receive intervention.</li> </ul>			

Date Stamp November 22, 2012

## Mission & Strategic Priorities

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

### Mission Statement

A.N. Pritzker School strives to provide a creative, safe, and healthy environment that embraces diversity and nurtures the whole child, preparing them to be productive citizens and life-long learners.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of 8th grade students at College Readiness Benchmark on the Explore Math exam.	<ul style="list-style-type: none"> <li>Based on the 2011 Principal Performance Scorecard, 8th grade Explore scores in were lower in Math than in Reading. Pritzker scored itself a 2 in "curriculum" and "intervention" on the SEF which is a clear indication that we need to develop a cohesive, differentiated curriculum that addresses the needs of all students.</li> </ul>
2	Increase the percentage of 3rd through 8th grade students in all subgroups scoring at or above grade level in reading and science on interim assessments and the ISAT.	<ul style="list-style-type: none"> <li>Based on the composite score on the 2011 NCLB Accountability Summary, 85.7 % of Pritzker students met or exceeded state standards on the ISAT. However, one subgroup (Blacks) did not meet AYP in reading with only 76.2% of Black students meeting or exceeded state standards.</li> <li>ISAT trend data indicates that reading scores have increased over the last four years(2008-2011) from 78.6% to 84.6%. Science scores have also increased from 78.6% to 85.9% , however science scores declined in 2011 to from 85.9 in 2010 to 84.3% in 2011.</li> <li>Pritzker scored itself a 2 in "curriculum" and "intervention" on the SEF which is a clear indication that we need to develop a cohesive, differentiated curriculum that addresses the needs of all students.</li> </ul>
3	Teachers deliver Common Core aligned literacy instruction supported by high quality text for students in grades K-8.	<ul style="list-style-type: none"> <li>Based on the 2011 Principal Performance Scorecard, only 11.8% of primary students scored at benchmark in early math on mClass Math and 56.8% in reading on Dibels. •By vertically aligning the primary curriculum and providing more differentiated resources, we can teach common skills and address individual student needs through text complexity.</li> </ul>

4	Build and strengthen teacher capacity by having teachers participate in professional development targeted on core subject areas, health and wellness, and integration of the fine and performing arts.	<ul style="list-style-type: none"> <li>•Identification for this priority is based on various factors. Although our Professional Learning Community ranks high, this is more of an indication of what teachers have been doing. Teachers openly and willingly volunteer their time to explore new teaching strategies. However, the weakness is in the curriculum. Due to the fact that we do not have a unified curriculum, there is too much inconsistency.</li> <li>•Teachers will now implement common curriculum in language arts, math, and science. They will now participate in the same training, at different grade levels, but centered around a spiraling curriculum. •</li> <li>•Teachers will participate in backward mapping, and share out this information not only with colleagues, but with parents as well in an effort to strengthen the home/school connection.</li> </ul>
5	Create a continuous improvement cycle focusing on improving the school's culture and climate, promoting positive behavior and health and wellness development.	<ul style="list-style-type: none"> <li>•Based on the SY2011 School Progress Report, Pritzker did not receive the <i>Healthy Schools Certified</i> rating.</li> <li>•Based on the same report, only 59% of our students felt safe and that the school successfully managed behavior. Of the teachers, students and parents surveyed, only 58% felt the school was safe, demanding, and supportive.</li> <li>•With a higher rate of misconducts (36.5 per 100), we need to improve our classroom management while increasing the rigor in our curriculum.</li> </ul>



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the percentage of 8th grade students at College Readiness Benchmark on the Explore Math exam.	•Based on the 2011 Principal Performance Scorecard, 8th grade Explore scores in were lower in Math than in Reading. Pritzker scored itself a 2 in "curriculum" and "intervention" on the SEF which is a clear indication that we need to develop a cohesive, differentiated curriculum that addresses the needs of all students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop data strategies by analyzing data from interim assessments. Group student data by subgroups in order to identify specific skills deficit by subgroup.	Instruction	All	Principal & Principal	Quarter 1			
Analyze test data (Scantron/NWEA/ISAT/Explore) to determine student strength/weakness	Instruction	All	All Teachers	On-going			
Design and implement professional development based on data analysis to target instructional strategies/pedagogy, as well as target specific skills deficit.	Professional Development	All	Principal & ILT	Summer 2012			
Implement backward mapping of each grade level math curriculum	Instruction	All	Teachers	On-going			
Replace Illinois State Standards with Common Core Standards in all literary planning and reflect in lesson plans and units.	Instruction	All	Teachers	On-going			
Conduct parent workshops to assist their children in mastering the skills covered on the Explore exam.	Parental Involvement	All	Parent Advisory Committee	Quarter 1			
Purchase practice Explore tests for mock Explore testing.	Instructional Materials	Other student group	8th grade teachers and counselor	Quarter 1			
Conduct inventory of current instructional materials, supplies, and technology used in reading and science instruction by grade level	Instruction	All	ILT	Summer 2012			
Determine deficit areas in instructional material, supplies, and technology and invest in supplemental materials matching to student deficits	Instructional Materials	All	Teachers	Summer 2012			
Offer before and afterschool tutoring to identified students to address specific skills deficits.	After School/ Extended Day	All	Teachers	Quarter 1			





## 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
Increase the percentage of 3rd through 8th grade students in all subgroups scoring at or above grade level in reading and science on interim assessments and the ISAT.	<ul style="list-style-type: none"> <li>Based on the composite score on the 2011 NCLB Accountability Summary, 85.7 % of Pritzker students met or exceeded state standards on the ISAT. However, one subgroup (Blacks) did not meet AYP in reading with only 76.2% of Black students meeting or exceeded state standards.</li> <li>ISAT trend data indicates that reading scores have increased over the last four years(2008-2011) from 78.6% to</li> </ul>

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze test data (Scantron/NWEA/ISAT/Explore) to determine student strength/weakness	Instruction	All	All Teachers	On-going			
Design and implement professional development to target instructional strategies/pedagogy, as well as target specific skills deficit in reading and science.	Professional Development	All	Principal & Principal	Summer 2012			
Implement backward mapping of each grade level reading and science curriculum	Instruction	All	Teachers	On-going			
Replace Illinois State Standards with Common Core Standards in all literary planning and reflect in lesson plans and units.	Instruction	All	Teachers	On-going			
Conduct inventory of current instructional materials, supplies, and technology used in reading and science instruction by grade level	Instruction	All	ILT	Summer 2012			
Determine deficit areas in instructional material, supplies, and technology and invest in supplemental materials matching to student deficits	Instructional Materials	All	Teachers	Summer 2012			
Offer before and afterschool tutoring to identified students to address specific skills deficits.	After School/ Extended Day	All	Teachers	Quarter 1			
Implement research based interventions targeting identified students' weaknesses, progress monitor, and refer to RTI and/or SPED Team.	Instruction	All	Teachers	On-going			
Provide an integrated fine and performing arts curriculum for all grades in order to bridge the gap between Options for Knowledge and Fine Arts Programs.	Instruction	All	Teachers	Ongoing			







Strategic Priority 3




### 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
Build and strengthen teacher capacity by having teachers participate in professional development targeted on core subject areas, health and wellness, and integration of the fine and performing arts.	•Identification for this priority is based on various factors. Although our Professional Learning Community ranks high, this is more of an indication of what teachers have been doing. Teachers openly and willingly volunteer their time to explore new teaching strategies. However, the weakness is in the curriculum. Due to the fact that we do not have a unified curriculum, there is too much inconsistency.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop professional development needs assessment to identify topics in priority order.	Professional Development	All	ILT	Summer 2012			
Plan professional development activities related to properly aligning curriculum across grade levels and bands, and how to develop an effective backward mapping curriculum.	Professional Development	All	Teachers	Summer 2012			
Require teacher participation in schoolwide professional book club focused on developing effective curriculum.	Professional Development	All	Teachers	On-going			
Schedule monthly collaboration time: grade-level meetings, committee meetings, and projects.	ILT/ Teacher Teams	All	Teachers	On-going			
Secure Professional development in technology to integrate across curriculum, with an emphasis on literacy	Professional Development	All	Teachers	On-going			
Institute peer observation and shadowing for science and literacy instruction	Instruction	All	Teachers	Quarter 1			
Engage teachers in ongoing professional development activities that facilitate interdisciplinary teaching practices involving classroom subjects and the fine and performing arts	Professional Development	All	Teachers	On-going			
Using behavioral data and observations, leadership team encourages classroom teachers to attend classroom management training.	Professional Development	All	Leadership Team and teachers	On-going			





### 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
Create a continuous improvement cycle focusing on improving the school's culture and climate, promoting positive behavior and health and wellness development.	<ul style="list-style-type: none"> <li>Based on the SY2011 School Progress Report, Pritzker did not receive the Healthy Schools Certified rating.</li> <li>Based on the same report, only 59% of our students felt safe and that the school successfully managed behavior. Of the teachers, students and parents surveyed, only 58% felt the school was safe, demanding, and supportive.</li> </ul>

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate leadership team representative of full staff, including an administrator.	Other	All	Principal and Team Leader	Summer 2012			
Collect and assess school-wide climate data in order to identify 1-2 areas needing improvement that the leadership team can focus on. Each quarter team should collect and analyze data, tweak policies and move on to new areas of need.	After School/ Extended Day	All	Leadership Team	Summer 2012			
Leadership team defines school-wide expectations and develops lesson plans to communicate and teach school-wide expectations and policies for identified areas of improvement.	After School/ Extended Day	All	Principal and Leadership Team	Quarter 1			
Hold a school-wide kick-off to communicate to staff and students to communicate school-wide expectations and policies for identified areas of improvement.	Other	All	All stakeholders	1st Quarter			
Communication with and inclusion of parents in school-wide expectation practices.	PAC/LSC	All	Principal/PAC Chair	Summer 2012			
Leadership team establishes a staff and student acknowledgement plan to encourage and celebrate staff buy-in, consistent implementation and to acknowledge, encourage, and celebrate expected student behavior.	Other	All	Principal and Leadership Team	Quarter 1			
Increase the number of parents volunteering and/or organizing school wellness activities and events with students for parents through increased communications and outreach.	LSC/ PAC/ PTA	All	Principal and PAC	Quarter 1			
Offer opportunities for all students to participate in before or after school physical activities, including intramural sports and club activities.	After School/ Extended Day	All	Athletic Director	Summer 2012			
Require all teachers to participate in at least one professional development training program provided by CPS Health and Wellness Promotion and partners.	Professional Development	All	Principal and Health and Wellness Committee	Quarter 1			
Establish and implement a school policy that encourages the use of healthy snacks and treats.	Instruction	All	Principal and Health and Wellness Committee	Summer 2012			



**Strategic Priority 5**

Implement policies and programs to meet the requirements of the Healthier U.S. School Challenge.	ILT/ Teacher Teams	All	Principal and Health and Wellness Committee	Quarter 1			
Create a program or policy to promote staff wellness through various avenues.	Professional Development	All	Principal and Health and Wellness Committee	Quarter 1			

