



Suder Montessori Magnet ES

Fulton Elementary Network

2022 W Washington Blvd Chicago, IL 60612

ISBE ID: 150162990252941

School ID: 610405

Oracle ID: 26881



Mission Statement

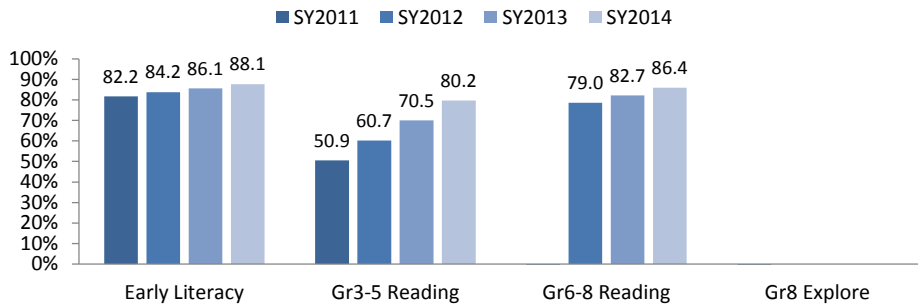
Suder will ensure every child meets rigorous expectations by reflecting and adapting instructional practices rooted in the Montessori philosophy. Suder will support all learners academically while nurturing their social and emotional well-being.

Strategic Priorities

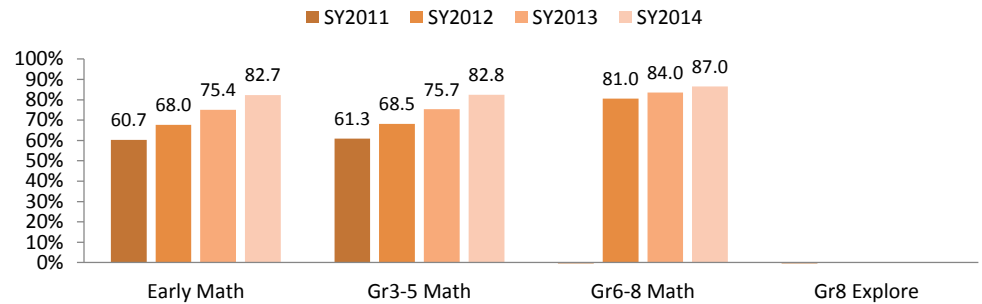
1. Increase the percent of students at Benchmark on mClass by 22 percentage points.
2. Increase the percent of students meeting and exceeding on ISAT in Reading by 10 percentage points.
3. Decrease the percent of students of racial minority that are not reading at or above the designated Grade Level Benchmark on Fountas and Pinnell by 8 percentage points, from 15% to 8%.
4. Strengthen vertical alignment of Montessori curriculum and Common Core State Standards from grades Pre-K through 5.
- 5.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Suder Montessori Magnet ES

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. Joan Wilson-Epps	Principal
Annette D. Dowd	Assistant Principal
Errika Baker	Other
Michelle Meekins Cooney	Other
Lindsay Marshall	Classroom Teacher
Jodi Curl	Classroom Teacher
Patsy Murphy	Counselor/Case Manager



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	82.2	84.2	86.1	88.1	Early Math % of students at Benchmark on mClass	60.7	68.0	75.4	82.7
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.9	60.7	70.5	80.2	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.5	67.1	74.8	82.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.0	66.0	74.0	82.0	6th - 8th Grade				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	79.0	82.7	86.4	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	81.0	84.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	79.0	82.7	86.4	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	81.0	84.0	87.0
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	NDA				Explore - Math % of students at college readiness benchmark	NDA			



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.6	97.0	97.0	97.5					
					Misconducts Rate of Misconducts (any) per 100	6.5	6.0	5.5	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	80.5	83.0	86.0	90.0		ISAT - Reading % of students exceeding state standards	29.2	31.7	33.3	35.9
ISAT - Mathematics % of students meeting or exceeding state standards	93.8	94.0	94.5	95.0		ISAT - Mathematics % of students exceeding state standards	40.7	43.2	44.9	47.4
ISAT - Science % of students meeting or exceeding state standards	93.1	94.0	94.5	95.0		ISAT - Science % of students exceeding state standards	20.7	22.1	23.6	25.3

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Integration of Common Core in PD and lesson plans Scantron and F&P data analysis drives guided reading Literacy has been targeted as a whole school; math needs a clearer defined curriculum Rigorous teaching and intervention strategies based on data 	
	Principal Leadership ----->			1
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The school currently does not have a principal and therefore we do not believe it is applicable at this time.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Teachers burn out with three grade levels in classrooms • More teacher input on ILT • More teacher led PD • Strong grade level teams • Sense of teacher ownership <p>With the exception of grade level teams, Suder needs to improve in equity of voice as it relates to teachers. More teachers need to be supported and encouraged to take on leadership roles. Teachers have been hesitant in the past to join many teams due to the workload of many of them teaching three grade levels. As more teachers complete the Montessori training and become more accustomed to teaching three grade levels, the hope is that they will be more open to serving in additional capacities.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			2
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			<p>Under the direction of the previous Chief Area Officer, the current ILT appointed and it consists of administration only. The current members of the ILT are: administrator in charge, assistant principal, Montessori program director, counselor/case manager, and the literacy program director. The ILT should be expanded to include at least two teacher representatives. The roles of the admin team vs. the instructional leadership team need to be more clearly defined.</p>
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			<p>Suder currently uses DIBELS, mCLASS Math, Scantron, Fountas & Pinnel Benchmark Assessments to plan for instruction. All teachers are also required to keep data binders in their classroom. While all teachers have been trained to compile and analyze their student data, they should become more independent (without prompting from administration) in using the data to plan for instruction.</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each classroom has a library of rich texts, varied genres, with a mix of fiction and non-fiction. Each teacher also has access to an extensive collection of leveled texts in the bookroom. Suder will increase the amount of non-fiction texts in both the classroom libraries and the bookroom to allow students more access to non-literary texts. The current scope and sequence is aligned to the Illinois Learning Standards and Assessment Framework. With the shift to CCSS, Suder needs to make the shift and align each grade level's curriculum to the Common Core State Standards. Also, teachers in grades preK-5th need to align the Montessori Curriculum Scope & Sequence to that of the CCSS as well as create materials to fill any gaps between what the CCSS requires and what the Montessori curriculum offers.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each classroom has a large variety of high-interest, leveled texts that appeal to all learners. All teachers also have instructional materials (Lucy Calkins WW, Stephanie Harvey, Fountas & Pinnel, etc.). All teachers have access to an extensive bookroom with a large selection of leveled text, classroom sets of novels, and Leveled Literacy Intervention materials. Suder will further enhance these materials by adding more nonfiction and research materials. We will also give students access to more technology in the classrooms.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Weekly assessment, access to Scantron, F&P, supports for students with disabilities • Assessments per network/principal mandates • Assessment portfolios and binders • Data binders • Accommodations and modifications in place to ensure that students with disabilities are able to appropriately demonstrate knowledge and skills • Assessments are used weekly to monitor student learning, (I personally could use them more as re-teaching is needed and how that could look for those who need more.) • Assessments have been created – some math 3rd grade assessments could be more rigorous (fractions) 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Provide lots of one-on-one or small group instruction on daily basis. • Strong scope and sequence and assessments – could use more wiggle room for re-teaching • All teachers here work hard to push students and scaffolds instruction to master objectives monitored weekly • Learning objectives outlined during presentations that are made individually and in small groups. We move through the material sequentially for each individual. Each student is monitored and assessed before moving on to the next work. • Objectives and lesson plans are clearly posted. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Interventions available include small group leveled literacy intervention for reading. Intervention is just beginning for math difficulties. There is a need to administer diagnostic assessments that will identify particular skills gaps.</p> <ul style="list-style-type: none"> RTI adjustments needed for PreK RTI process implemented in 1-6 More intervention needed for emotional needs of students, especially Pre-K Book clubs available for accelerated intervention 	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Each year the school administration develops a year long professional development plan which is job embedded and related to instructional practice. Professional development is most often conducted in teacher teams on a weekly basis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher teams meet on a weekly basis and are attended by an 'expert'. Teachers are invested and own their data and focus on student achievement during meetings. In an effort to move teacher teams to the next level, teacher teams should have identified leaders.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Coaching is available for all teachers, however peer coaching will be the focus for the upcoming school year. Teacher leaders will be identified and opportunities for teachers to visit one another's classrooms and provide feedback will be implemented. A regular cycle of peer observation will be maintained.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Peace circle High expectations Student leadership <p>Now that the student population is getting older, the school needs to make very explicit the plans for every student to attend college and provide opportunities for parents who are professionals to be a part of that work.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Relationships overall are strong between adults and children. Each day begins with a peace circle where the school community comes together. Classroom environments are generally peaceful and students with disabilities are integrated in a respectful manner. More value can be placed on a student's home language and culture. In the past, counseling groups were held for students who were having difficulty interacting in a positive way with others.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Behavior system across grade levels Welcoming/safe environment Conduct cards used for positive reinforcement Expectations consistent with consequences <p>Although student discipline isn't a problem at Suder, the school should work to implement a School wide tiered approach to discipline such as PBIS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The school could be more effective in communicating specific performance data more frequently and help families understand how it relates to their children. More concrete information should be provided to parents that will identify grade level expectations across curricular areas, not solely literacy.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Communication to families is ongoing and two-way. Families could be supported more in knowing how to support their children at home.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	The school is a non threatening environment and parents report that they feel welcome. Many opportunities exist for families to engage with the school community such as curriculum nights, the winter and spring recitals, the Suder talent show, and the recent Father-Daughter Dance. Parents are given opportunities to engage in volunteer efforts on a small scale, but could be engaged on a larger scale.	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Staff reaches out to families in need of additional supports but students are generally referred to the counselor/case manager for referrals to outside agencies. More ownership is needed for staff to take on that responsibility instead of passing it on.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Suder currently has 6th graders and had not begun to expose students to college and/or career choices. A plan is being devised that will include parents to begin to expose students to more information. One example is to have a career fair in the next school year.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	As Suder is growing each year, we are just embarking upon this type of academic planning.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Extracurricular opportunities exist, but more enrichment opportunities should be provided. Tuition scholarships are provided for the program that we currently have in order to ensure equitable access to programs.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Not applicable at this time.	
	College & Career Admissions and Affordability ----->			1
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	The school does not serve students in 11th or 12th grade.	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Since the inception of the school, Step Up nights have been held to familiarize families with the expectations of the grade cycle their child would be moving to. In addition, students are allowed "shadow days" when transitioning into various grade cycles.	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Priority initiatives directly related to student learning are funded with discretionary funding. More funding should be sought out in order to provide students with a language program.		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Interviews are conducted in a multi-step fashion. Candidates who pass the first step are invited to come and teach a lesson with our students. Mutliple persons observe the lesson and debrief. We currently do not have internships and/or part time workers.			
Use of Time ----->				4	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	Schedules are constructed such that students needing specific interventions are able to receive those interventions daily. In addition, the intervention schedule is not at the discretion of individual teachers as it is developed school wide.			

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

Suder will ensure every child meets rigorous expectations by reflecting and adapting instructional practices rooted in the Montessori philosophy. Suder will support all learners academically while nurturing their social and emotional well-being.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of students at Benchmark on mClass by 22 percentage points.	Currently, 60.7% of students are at benchmark on mClass. We will increase this percentage to 82.7%. We will use mClass diagnostic interviews and activities guides, Accelerated Math supports and Montessori math materials aligned to the Common Core State Standards to ensure rigorous math instruction in the early grades.
2	Increase the percent of students meeting and exceeding on ISAT in Reading by 10 percentage points.	Currently, 80% of students are meeting and exceeding on ISAT in reading. We will supplement the Montessori language curriculum, using Accelerated Reader and continuing with small group interventions using Leveled Literacy Intervention. In doing this, we will increase the percentage of students meeting and exceeding on ISAT to 90%.
3	Decrease the percent of students of racial minority that are not reading at or above the designated Grade Level Benchmark on Fountas and Pinnell by 8 percentage points, from 15% to 8%.	Of the students who are not reading at or above the grade level reading benchmark according to the Fountas and Pinnell Benchmark Assessment System, 100% were of racial minority. An increase of students reading at or above reading level will impact academic success for students across the content areas and will work to close the achievement gap.
4	Strengthen vertical alignment of Montessori curriculum and Common Core State Standards from grades Pre-K through 5.	Currently, 67% of teachers in grades Pre-K through 5 have received Montessori training. This priority will ensure that 100% of teachers in these grades will receive training, supporting full implementation of the Montessori curriculum in grades Pre-K through 5.
5		



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 percent of students at Benchmark on mClass by 22 percentage points.	Currently, 60.7% of students are at benchmark on mClass. We will increase this percentage to 82.7%. We will use mClass diagnostic interviews and activities guides, Accelerated Math supports and Montessori math materials aligned to the Common Core State Standards to ensure rigorous math instruction in the early grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Require teachers to conduct diagnostic interviews on the top 10% and all intensive students.	Instruction	Other student group	Montessori Director	Quarter 1	On-going	On-Track	
Mandatory and consistent use of practice activities in mClass activities guide for all intensive and strategic students.	Instructional Materials	All	Montessori Director	Quarter 1	On-going	On-Track	
Incorporate deliberate timed activities to provide practice into existing community time within the classroom.	Instruction	All	Montessori Director	Quarter 1	On-going	On-Track	
Utilize 'downtime' such as time waiting for restroom, dismissal, etc. to conduct daily drills of math facts.	Instruction	All	Montessori Director	Quarter 1	On-going	On-Track	
Incorporate timed fact practice as a part of weekly homework assignments.	Parental Involvement	All	Montessori Director	Quarter 1	On-going	On-Track	
Provide opportunities for parent education for students who are not at benchmark.	Parental Involvement	Other student group	Montessori Director	Quarter 1	On-going	On-Track	



Strategic Priority 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 percent of students meeting and exceeding on ISAT in Reading by 10 percentage points.	Currently, 80% of students are meeting and exceeding on ISAT in reading. We will supplement the Montessori language curriculum, using Accelerated Reader and continuing with small group interventions using Leveled Literacy Intervention. In doing this, we will increase the percentage of students meeting and exceeding on ISAT to 90%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
then focus on writing about reading in an extended response	Instruction	All	Director of Literacy	Quarter 1	Summer 2013	On-Track	
All teachers will develop grade-level rubrics for writing about reading, using current ISAT extended response rubrics, current Fountas and Pinnell writing about reading rubrics and Common Core State Standards.	ILT/ Teacher Teams	All	Team Leaders and Director of Literacy	Year 2	Quarter 2	On-Track	
Teachers will analyze writing about reading student work in team meetings.	ILT/ Teacher Teams	All	Team Leaders and Director of Literacy	Year 2	Summer 2013	On-Track	
Develop vertically aligned vocabulary practices, using resources from Common Core State Standards, integrating vocabulary into Montessori Scope and Sequence, and Montessori work plan.	ILT/ Teacher Teams	All	Team Leaders and Director of Literacy	Summer 2012	Summer 2013	On-Track	
Fully develop classroom libraries, strengthening nonfiction collections, organized by content area, aligned to Common Core State Standards (i.e. history, biology, world cultures).	Instructional Materials	All	Director of Literacy	Quarter 4	Summer 2012	On-Track	
Lead a class with students in middle grades, focused on high school and college preparedness and test taking processes and skills.	Other	Other student group	Counselor/Case Manager	Year 2	On-going	On-Track	



Strategic Priority 2

Strategic Priority 2							



Strategic Priority 3

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

Strategic Priority Description	Rationale
Decrease the percent of students of racial minority that are not reading at or above the designated Grade Level Benchmark on Fountas and Pinnell by 8 percentage points, from 15% to 8%.	Of the students who are not reading at or above the grade level reading benchmark according to the Fountas and Pinnell Benchmark Assessment System, 100% were of racial minority. An increase of students reading at or above reading level will impact academic success for students across the content areas and will work to close the achievement gap.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students in grades K-7 who are not reading at or above designated Fountas and Pinnell Benchmark Assessment System quarterly benchmark will receive intervention focused on acceleration of reading progress.	Instruction	Other student group	Director of Literacy, teachers and teacher assistants	On-going	On-going	Completed	
Classroom teachers, ancillary staff and teaching assistants will use Leveled Literacy Intervention and Accelerated Reader to provide intervention.	Instruction	Other student group	Director of Literacy, teachers and teacher assistants	Year 2	On-going	Completed	
Accelerated reader will be implemented into current classroom structure.	Instruction	Other student group	Director of Literacy, teachers and teacher assistants	Year 2	On-going	Completed	
Students who are not reading at or above benchmark will meet	Instruction	Other student group	Classroom Teachers	On-going	On-going	Completed	
Teachers will use the Response to Intervention process to identify students who are not reading at or above grade level benchmark.	Instruction	Other student group	Classroom Teachers and RtI Team	On-going	On-going	Completed	
Programs such as Book It! And the Six Flags 600 minute Reading Club will be initiated.	Parental Involvement	All	Counselor/Case Manager	Year 2	On-going	Completed	



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
Strengthen vertical alignment of Montessori curriculum and Common Core State Standards from grades Pre-K through 5.	Currently, 67% of teachers in grades Pre-K through 5 have received Montessori training. This priority will ensure that 100% of teachers in these grades will receive training, supporting full implementation of the Montessori curriculum in grades Pre-K through 5.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers in Early Childhood (PE, PK, K), Elementary One (1st, 2nd, 3rd), and Elementary Two (4th, 5th) will receive full Montessori credentials.	Professional Development	All	Montessori Program Director & Teachers	Summer 2012	Year 2	On-Track	
All Elementary Two classrooms will be fully furnished with Montessori Materials and furniture necessary to fully implement the Montessori curriculum.	Instructional Materials	All	Principal & Montessori Program Director	Summer 2012	Quarter 1	On-Track	
Completion of the correlation of Montessori Math & Language curricula with the Common Core State Standards.	ILT/ Teacher Teams	All	Montessori Program Director & Teacher Teams	Quarter 4	Year 2	On-Track	
Create a common scope & sequence for the Montessori curriculum based on the lessons identified in the Montessori presentation albums.	ILT/ Teacher Teams	All	Montessori Program Director & Teacher Teams	Quarter 4	Summer 2012	On-Track	
Identify gaps in Montessori curriculum and utilize supplemental materials (i.e. Everyday Math, Interactive Read Aloud, Guided Reading, Book Clubs, Accelerated Reader/Math, FOSS, etc.) to ensure all standards are being met. Insert these supplemental lessons into the appropriate place within the Montessori Scope & Sequence.	ILT/ Teacher Teams	All	Montessori Program Director & Teacher Teams	On-going	Year 2	On-Track	
Create performance tasks associated with each Common Core State Standard for Language and Math to ensure mastery of concepts and skills taught within the Montessori Scope & Sequence.	ILT/ Teacher Teams	All	Montessori Program Director & Teacher Teams	On-going	Year 2	On-Track	

Strategic Priority 4



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

Action Plan

Monitoring

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