



2012-2014 Continuous Improvement Work Plan

South Shore Fine Arts Academy

Skyway Elementary Network

1415 E 70th St Chicago, IL 60637

ISBE ID: 150162990252960

School ID: 610530

Oracle ID: 22251



Mission Statement

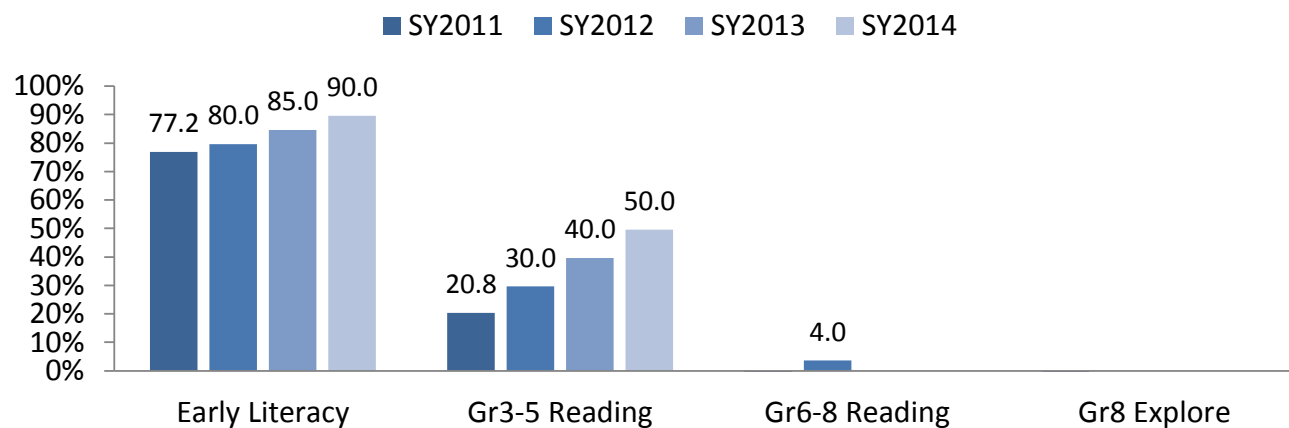
South Shore Fine Arts Academy's mission is to prepare every student for success in high school and beyond by providing a standards based, vertically aligned, well integrated, and engaging curriculum tailored to meet all students' needs, including students with special needs.

Strategic Priorities

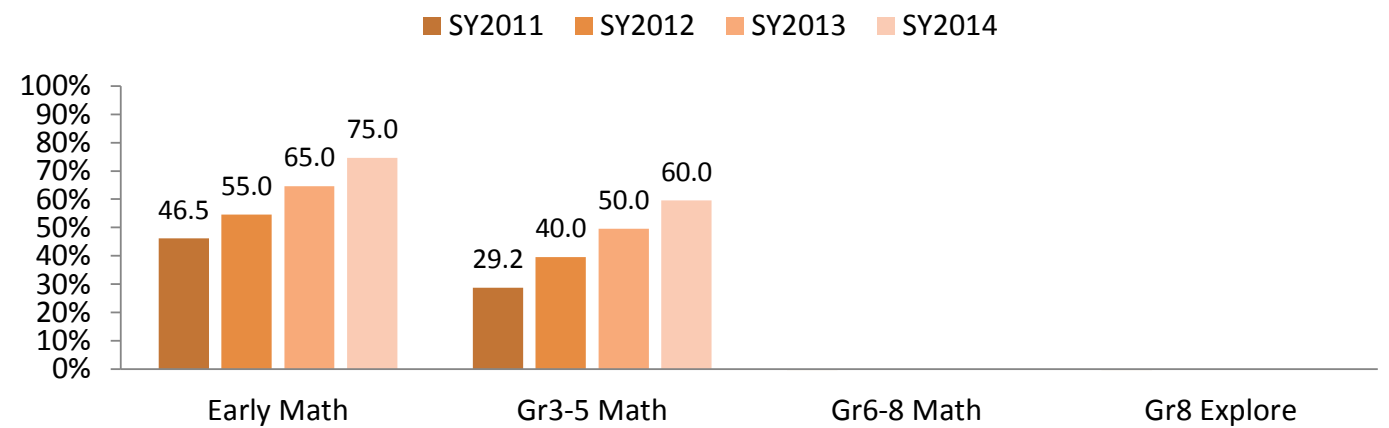
1. Common core aligned reading instruction that focuses on ensuring students' deep understanding of identified power standards at each grade level.
2. Literacy in science instruction that relies upon appropriately complex non-fiction text and hands-on exploration to teach science standards.
3. Response to Intervention (RTI) system that will systematically identify struggling students and provide individual students with appropriate supports to make expected or greater gains.

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:	South Shore Fine Arts Academy

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
Melissa Mister	Principal
Kent Steiner	Lead/ Resource Teacher
Candice McCarty	Special Education Faculty
Heather Polek	Classroom Teacher
Susan Carle	Classroom Teacher
Brandi Oneal	Classroom 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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.2	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	46.5	55.0	65.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.8	30.0	40.0	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.2	40.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.0	60.0	70.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.5	75.0	85.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	4.0				Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade										
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	93.6	95.0	95.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	22.4	18.0	13.0	8.0

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	66.7	75.0	80.0	85.0		ISAT - Reading % of students exceeding state standards	0.0	10.0	15.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.3	90.0	92.0	94.0		ISAT - Mathematics % of students exceeding state standards	20.8	30.0	40.0	45.0
ISAT - Science % of students meeting or exceeding state standards	NDA	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	NDA	10.0	20.0	30.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School has established internal DIBELS goals that are more rigorous than standard goals in an effort to ensure that students will graduate college and career ready. Parents/students receive reports at the beginning, middle, and end of year that outline student assessment scores, the current goal for the assessment, whether or not students are meeting the goal, and details about what the assessment asks students to be able to do. Letters reporting Scantron data also include whether or not students are meeting college readiness standards. The school has identified a strategic plan for how to positively impact student achievement that includes frequent assessment, analysis of data, planning of next</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal budgets for teacher professional development once weekly for two hours after school. Teacher professional development consistently includes opportunities for teacher input and feedback (exit slips, collaborative planning and decision-making). Principal and Head Teacher meet with teachers individually 4-6 times a year for results meetings where assessment results and next steps for instruction are discussed. Parents/students receive reports at the beginning, middle, and end of year that outline student assessment scores, the current goal for the assessment, whether or not students are meeting the goal, and details about what the assessment asks students to be able to do. Teachers track student progress toward goals on classroom and individual charts. Principal shares assessment data with families at parent meetings and through written correspondence.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Principal budgets for teacher professional development once weekly for two hours after school. All teachers attend weekly after school PD consistently. Teacher professional development consistently includes opportunities for teacher input and feedback (exit slips, collaborative planning and decision-making). Professional development consistently involves data based decision making and RTI collaboration. Grade level teams meet weekly for one hour. RTI Team meets weekly. ILT meets monthly. Head Teacher provides coaching for teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT meets monthly and includes a representative collection of staff members including primary, intermediate, and special education teachers. The ILT makes decisions for school-wide next steps.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Principal and Head Teacher meet with teachers individually 4-6 times a year for results meetings where assessment results and next steps for instruction are discussed. At grade level meetings, teachers use the Standards Based Planning Cycle to collaboratively plan standards based lessons, review assessment data from the lesson, view video footage of one another's lessons, and plan next steps. Administration regularly attends grade level meetings. Professional development needs are in part derived from results meeting and grade level meeting feedback.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers unpacked Common Core Reading Standards during summer professional development. They also selecting reading power standards and mapped out when they would be taught. Teachers still need to unpack and map Common Core Math Standards. Teachers will learn quality unit planning during 2012 Summer PD. Teachers do not yet have common units of instruction. Teachers received some professional development around text complexity during Summer 2011 PD. Teachers will have begun to evaluate and select appropriately complex informational texts for use in teaching literacy in science and literacy in social studies units. The school's RTI plan includes systematic practices for identifying student needs and providing appropriate supports.</p>	
	Instructional materials ----->			4
	<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 grade level has a set of instructional materials that are aligned with standards. Core instructional resources are supplemented to a large degree to more directly and efficiently address standards. Instructional materials are evaluated regularly.</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. 	<p>Assessment calendar includes when assessments are to be given and time for staff to review data and plan next steps. Assessments include DIBELS, TRC, Mclass Math, Scantron, and ISAT as well as internally developed interim reading, math, and writing standards-based assessments. We need to work on varying the type of assessments that our students are asked to complete to include more performance tasks.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers use the Standards Based Planning Cycle to collaboratively plan standards-based lessons with clear objectives. Teachers assess clearly defined objectives using exit slips. Teachers share exit slip assessment results and collaboratively plan instructional next steps during grade level meetings. Teachers use assessment results to decide what to teach whole group and what to teach in small groups and to whom. Teachers use the school's RTI systems to identify students in need of interventions, provide interventions, and make decisions about student movement between RTI tiers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school's RTI System clearly outlines triggers for entry into RTI, interventions, and schedule for re-assessment of student progress. School staff and external resources are in place to provide interventions in addition to those provided by the teacher. Interventions include small group instruction, small group tutoring, one-on-one tutoring, and after school tutoring. Periodically, teacher professional development time is provided to update RTI folders, plan interventions, and reflect on the process.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Assessment and PD calendars were developed prior to the start of the school year. PD is directly connected to assessment calendar. The PD calendar is adjusted in response to needs identified through teacher feedback and input, teacher observation, and assessment results. Teacher professional development occurs once weekly for two hours after school. Teacher professional development consistently includes opportunities for teacher input and feedback (exit slips, collaborative planning and decision-making).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet in grade level teams once weekly for an hour. Special education teachers are included in grade level meetings. Head teacher or principal attend each grade level meeting. Prep schedule was adjusted to allow for hour long grade level meeting. Teachers use Standards Assessment Planning Cycle (SAPC) protocol during grade level meetings. Teachers collaboratively plan standards based lessons, share assessment (exit slip) results and videotaped lessons, and collaboratively plan instructional next steps.</p>	
	Instructional coaching ----->			3
	<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>Head teacher provides coaching to teachers. Teacher instruction is videotaped throughout the year for a variety of purposes, individual and collective. Teachers view one another teaching the same standard during grade level meetings.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Annual Career Week/College Spirit Day focuses student and family attention on post-secondary education and career opportunities. Parents/students receive reports at the beginning, middle, and end of year that outline student assessment scores, the current goal for the assessment, whether or not students are meeting the goal, and details about what the assessment asks students to be able to do. Letters reporting Scantron data also include whether or not students are meeting college readiness standards.</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>My School, My Voice survey results show that an overwhelming majority of parents feel that the school environment is welcoming. P.B.I.S. practices encourage mutually respectful interactions between adults and students. Parent volunteers participate in a number of activities during and after the school day.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>P.B.I.S. implemented with fidelity encourages and rewards positive student behavior (whole class and individual incentives). Parents surveys report that parents perceive the school environment as safe and welcoming. Majority of parents did not perceive bullying as a problem at school on My School, My Voice survey.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal shares school performance data during parent meetings and through written correspondence. Parents/students receive reports at the beginning, middle, and end of year that outline student assessment scores, the current goal for the assessment, whether or not students are meeting the goal, and details about what the assessment asks students to be able to do. School hosts annual "Ready, Set, Go Promotion Meetings" to prepare students and parents for expectations as they move into the next grade. Teachers send home monthly newsletters outlining objectives for each subject, suggestions for home support, behavioral expectations, and upcoming events.	
	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. 	Principal shares school performance data during parent meetings and through written correspondence. Parents/students receive reports at the beginning, middle, and end of year that outline student assessment scores, the current goal for the assessment, whether or not students are meeting the goal, and details about what the assessment asks students to be able to do. School hosts annual "Ready, Set, Go Promotion Meetings" to prepare students	
	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. 	School hosts Family Literacy Workshops, student performances, Ready, Set, Go Promotion meetings, New Student Orientation, Curriculum Night, and P.B.I.S. Field Day. School's Family Involvement Group (F.I.G.) is active and hosts weekend family outings. Principal encourages parents to volunteer in a number of capacities.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			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. 	School, in partnership with Safe Schools program, provides specialized support to students and families in need.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Annual Career Week/College Spirit Day focuses student and family attention on post-secondary education and career opportunities.	
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. 	Annual Career Week/College Spirit Day focuses student and family attention on post-secondary education and career opportunities.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	School provides extensive after school programming that provides students with exposure to and experiences with the fine arts and other worthwhile activities. School provides high quality extra-curricular instruction through external partnerships.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			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. 	As a pre-k-4 school which will add a grade each year, our students have not yet begun to participate in college and career assessments.	
	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. 	As a pre-k-4 school which will add a grade each year, we've not begun to provide information about college admission etc. to our families.	
	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. 	School hosts annual "Ready, Set, Go Promotion Meetings" to prepare students and parents for expectations as they move into the next grade.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School allocates discretionary resources in line with strategic priorities. School actively pursues and secures free resources in line with strategic resources (college tutors, student teachers).	
	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. 	Interview process includes scripted administrative interview, writing sample, teacher panel interview, and classroom observation. Hiring is based upon perceived ability and potential to learn and grow.	
Use of Time ----->			3	
	<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. 	Schedule allows for non-classroom teaching staff to "push-in" to help facilitate delivery of interventions to struggling students. Teacher meet in grade level teams for an hour per week and follow the Standards Assessment Plannind Cycle protocol.	

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

South Shore Fine Arts Academy's mission is to prepare every student for success in high school and beyond by providing a standards based, vertically aligned, well integrated, and engaging curriculum tailored to meet all students' needs, including students with special needs.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Common core aligned reading instruction that focuses on ensuring students' deep understanding of identified power standards at each grade level.	The shift to Common Core standards includes focusing on fewer standards, but teaching them for deeper understanding. By identifying reading power standards and teaching them for deeper understanding, our students' reading achievement will improve.
2	Literacy in science instruction that relies upon appropriately complex non-fiction text and hands-on exploration to teach science standards.	By redefining science instruction as "literacy in science" instruction, we'll infuse more complex, non-fiction text into our curriculum, address the Common Core Reading Standards for non-fiction text, and improve our students science and reading achievement.
3	Response to Intervention (RTI) system that will systematically identify struggling students and provide individual students with appropriate supports to make expected or greater gains.	Our RTI Systems are somewhat clearly outlined, but to ensure that all students will achieve grade level standards, we need to reflect on and improve our systems for triggering RTI students, providing interventions, and re-assessing student progress.
4	Optional	Rationale: Write in your rationale (see instructions for guiding questions).
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Common core aligned reading instruction that focuses on ensuring students' deep understanding of identified power standards at each grade level.	The shift to Common Core standards includes focusing on fewer standards, but teaching them for deeper understanding. By identifying reading power standards and teaching them for deeper understanding, our students' reading achievement will improve.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify power standards at each grade level.	Instruction	All	Principal, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Revisit unpacked Common Core reading standards.	Instruction	All	Principal, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Decide when power standards will be assessed.	Instruction	All	Principal, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Learn to select appropriately complex text, make text selections, create assessments using selected texts.	Instruction	All	Head Teacher	Summer 2012	Summer 2012	On-Track	
Map reading instruction.	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	
Use Standards Assessment Planning Cycle to plan instruction based on power standards, assess objectives, and plan next steps.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Monitor grade level, classroom, and individual student progress towards mastery of power standards.	Instruction	All	Principal, Head Teacher, Teachers	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
Literacy in science instruction that relies upon appropriately complex non-fiction text and hands-on exploration to teach science standards.	By redefining science instruction as "literacy in science" instruction, we'll infuse more complex, non-fiction text into our curriculum, address the Common Core Reading Standards for non-fiction text, and improve our students science and reading achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify science standards to be taught at each grade level	Instruction	All	Principal, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Select appropriately complex text to address unit objectives.	Instruction	All	Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Create one science unit with grade level partner	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	
Map out remainder of science curriculum	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	
Monitor grade level, classroom level, and individual student progress towards mastery of science standards.	Instruction	All	Principal, Head Teacher, Teachers	Quarter 1	On-going	On-Track	



Strategic Priority 2

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Strategic Priority 3

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

Strategic Priority Description	Rationale
Response to Intervention (RTI) system that will systematically identify struggling students and provide individual students with appropriate supports to make expected or greater gains.	Our RTI Systems are somewhat clearly outlined, but to ensure that all students will achieve grade level standards, we need to reflect on and improve our systems for triggering RTI students, providing interventions, and re-assessing student progress.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review data for 2011/2012 RTI students.	Instruction	Other student group	Principals, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Identify weaknesses in Rtl system.	Instruction	Other student group	Principals, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Plan improvements to RTI triggers, interventions, and re-assessments of student progress.	Instruction	Other student group	Principals, Head Teacher, Teachers	Summer 2012	Summer 2012	On-Track	
Review data for 2012/2013 RTI students.	Instruction	Other student group	Principals, Head Teacher, Teachers	Quarter 4	Quarter 4	On-Track	



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
	Rationale: Write in your rationale (see instructions for guiding questions).

Action Plan

Monitoring

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

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