



2012-2014 Continuous Improvement Work Plan

Elizabeth H Sutherland Elementary School

Rock Island Elementary Network
10015 S Leavitt St Chicago, IL 60643
ISBE ID: 150162990252476
School ID: 610195
Oracle ID: 25561



Mission Statement

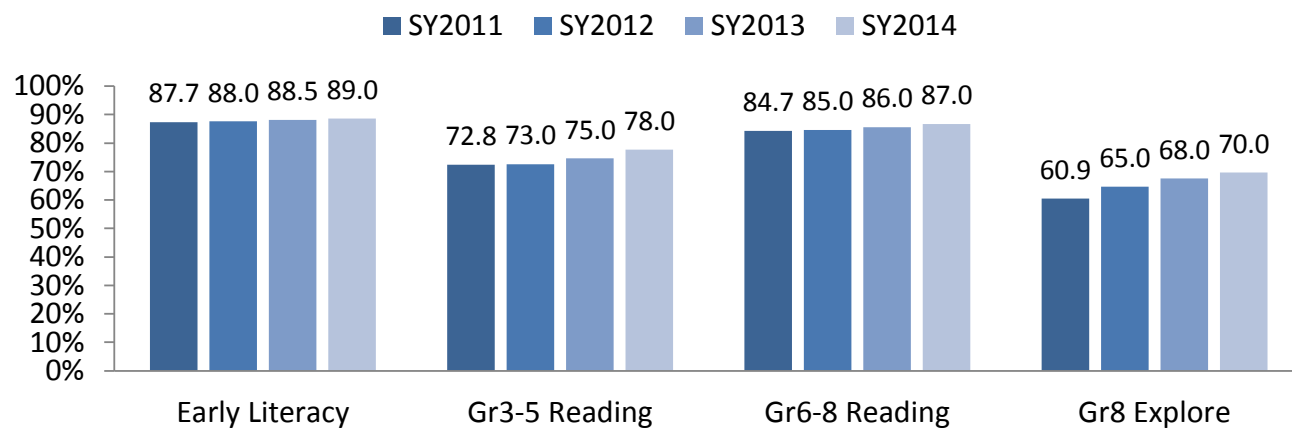
The Sutherland School community envisions a school where student learning is facilitated in a manner that ensures each student reaches his or her potential and grows and develops intellectually, socially and in global awareness. Students as described in the IB Learner Profile are learners who strive to be inquirers, thinkers, communicators, and risk takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Our students will have the necessary skills to be successful in high school and college.

Strategic Priorities

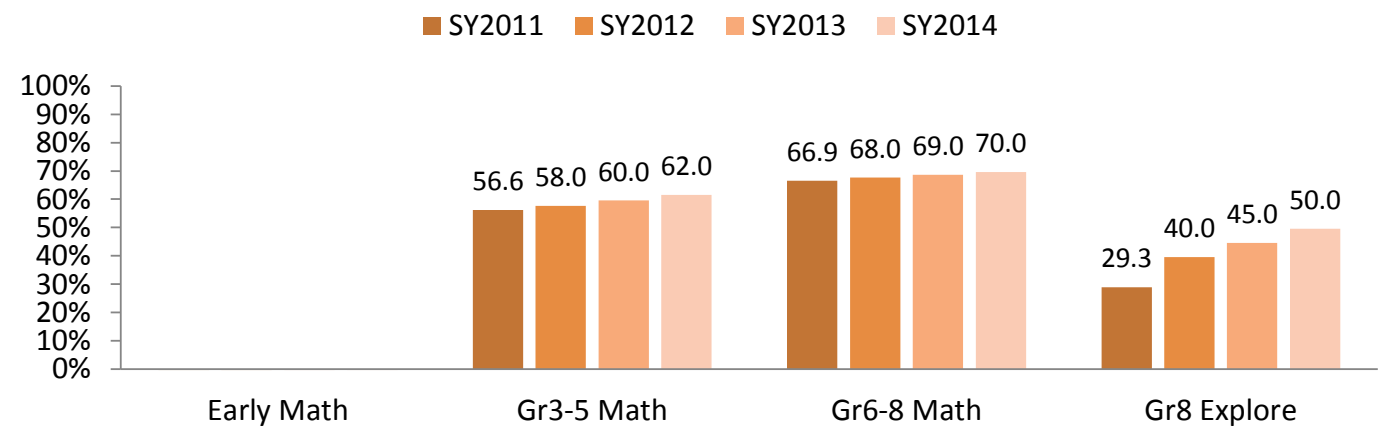
1. Literacy instruction will be common core aligned and supported by high quality text, materials and technology.
2. Mathematics instruction will be common core aligned and supported by text, materials and technology.
3. Core curriculum interventions will be provided for students whose beginning of year screening assessments indicate that they are in need of support. Their progress will be monitored.
4. School leadership teams have been trained and in turn train other staff members in various district initiatives. Staff development will be provided to support teachers in the continuous improvement of instruction, review of data and curriculum through unit development.
5. School climate will be supported through the implementation of our positive behavior program and extra-curricular and enrichment opportunities.

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:	Elizabeth H Sutherland Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Catherine A. Gannon	Principal
Danialle Casey	Classroom Teacher
Melissa Boyd	Classroom Teacher
Maureen Elwood	Assistant Principal
Paul Faeh	LSC Member
Rosalind Faulkner	Classroom Teacher
Cheryl Kite	Classroom Teacher
Annie Malone	Counselor/Case manager
Julie O'Connor	LSC Member
Sharon Ryan	Lead/ Resource Teacher
Darlene Sheahan	Classroom Teacher
Ron Traylor	LSC Member



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	87.7	88.0	88.5	89.0		Early Math % of students at Benchmark on mClass	NDA	nda	nda	nda
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	72.8	73.0	75.0	78.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.6	58.0	60.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.5	67.0	68.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	67.6	68.0	69.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	84.7	85.0	86.0	87.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	66.9	68.0	69.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.1	69.0	70.0	71.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.2	71.0	72.0	73.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	60.9	65.0	68.0	70.0		Explore - Math % of students at college readiness benchmark	29.3	40.0	45.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	96.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	6.8	5.0	5.0	4.0

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	87.0	88.0	89.0	90.0		ISAT - Reading % of students exceeding state standards	35.7	37.0	38.0	39.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.8	90.0	91.0	92.0		ISAT - Mathematics % of students exceeding state standards	37.2	38.0	39.0	40.0
ISAT - Science % of students meeting or exceeding state standards	89.2	90.0	91.0	92.0		ISAT - Science % of students exceeding state standards	35.9	37.0	38.0	39.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>Using NWEA for two years Sutherland has monitored individual growth for students and through differentiation of instruction for several years have continued to reach more students to the meets category and a increased percentage of students to the exceeds. College and career readiness is addressed through the IB program and has been in the mission statement. We have former students in high school and college return to speak to our middle school children for a variety of events.</p>	
	Principal Leadership ----->			4
	<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>Data is used to determine areas of need in curriculum and whole faculty professional development follows the needs of the students or curriculum. Teachers each have their own professional growth plan they are supported by the principal and meet to discuss the progress of this plan. While PD for the entire school as in common core unpacking and adoption is part of the best practice and school wide focuses on data. Teachers are supported to work in teams to focus on a specific area. Funds are provided for outside workshops etc and substitutes are provided for teachers who attend workshops or work on a variety of personal professional growth plans.</p> <p>Working with a webmaster and a PR committee regular updates are made available to parents and community members. Pamphlets, powerpoints, and presentations occur regularly for all aspects of school information and for providing clarity for parents and community members.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>Each teacher is on a team. Some teachers are on many teams. Teachers are encouraged to share learning and effective practice and they do so to the entire faculty or to sections of the faculty as is appropriate.</p> <p>We have also been visited by many other schools who were considering adopting a text or curious about DDI and NWEA. We have hosted individuals from all over the Americas for our IB program and have participated in wonderful PD through that organization, the network and formerly through AMPS.</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 is assembled based on combination of knowledge. It has members from all areas. Members do bring things to the team from the groups they represent and back to grade level or area teams regularly. Data is analyzed regularly.</p>	4
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>Data is used to determine areas of need in curriculum and targets for individual students. Data is used for auditing curriculum and for planning for instruction for students and groups of students. Students are grouped by rit bands and skills are reviewed consistently to ensure growth.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<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>The grade level teams are adopting common core yet still mindful to cover what is part of ISAT standards. The year long scope and sequence is reviewed and adapted as required.</p> <p>All students are exposed to grade level content and materials are leveled to ensure that all students are exposed to their level text as well. Informational text is used at least according to the CCSS recommended levels by grade band. Students with disabilities are supported in order to participate in the core content curriculum.</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>Materials are being reviewed and updated in a regular adoption cycle. PPLC created and monitors the adoption cycle. We are currently adopting common core aligned text and continue to supplement text book material to provide for all students. Reading materials include a great deal of informational text as we have been working on supplementing with non fiction for the past 5 years.</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 ----->			4
<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>NWEA data is available immediately and teachers have access to pull up individual student historical data from any computer at anytime as it is web based. Whole class data sheets with historical information and growth have recently been created and are being posted as google docs. Students who demonstrate need are accessed as required in Tier II and Tier III interventions using dibels progress monitoring and easyCBM assessments. Accommodations and modifications are in place in assessments and classwork as required.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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. 	<p>Objectives are clearly communicated. This is evident in questioning of students and in student reflection which is part of units taught at various grade levels. High and low level questioning and differentiated vocabulary are evident in classroom instruction. Instruction is scaffolded, leveled and differentiated. Standards are mastered as indicated on the increasing level of students meeting and exceeding standards as well as the growth indicated for those who are below grade level. This is evident by the improvement as students move through the grade levels. Assessment is used to consistently monitor and to group and regroup students according to strengths and target areas as in NWEA.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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>Sutherland uses NWEA and DIBELS for screening students at the beginning, middle and end of year. Students who demonstrate need are given additional screening and interventions. They are also progress monitored. Interventions include in class, small group, push in and one on one based on needs of individual students. Interventions are monitored by RtI coordinators and ILT so that adjustments are made as required.</p>	
	Whole staff professional development ----->			4
	<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>The school has a year long focused plan for professional development that is aligned to school wide goals. Teachers work in grade level, subject or special area teams on school wide or specific grade level initiatives in team meetings and in after school professional development teams. Teachers collaborate, coach and are coached based on need. This past year was based on enhancing use of MAP data nd common core unpacking. ILT members coached other staff members for unpacking and data analysis. Administration meets with teachers in whole group, grade level teams and individually on professional growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<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 collaborate in regular cycles weekly with grade level, monthly with grade or cycle level for professional development and monthly with entire faculty for school wide initiatives. Teachers and specialists meet every six weeks for progress monitoring. Administration meets with teachers to discuss student data at the beginning of the year and data and progress at the end of each quarter. Teams are supported by grade level coordinators, specialists Rtl and ILT team members. Teachers meet regularly in grade level teams. Cycle planning and other PD is recorded through CPSU.</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>New teachers are supported with coaches from the new teacher center and have mentors on staff. Teachers do have individual professional development plans tailored to meet their needs. Administrators and other teachers or coordinators act as coaches on these plans as we do not have official coaches in place.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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>Every teacher has high expectations for every student. Our mission has included college readiness for many years. Our students go to college and often return to address the students in junior high through a variety of scheduled events. Students participate in stew crew and a variety of extra curricular activities. IB students perform many hours of community and service and have many events to expand the program and engage the wider community.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All students have an adult advocate. Some of the students who require more support as indicated through our tiered behavior program have an adult assigned to check in with. Students with disabilities are included in all activities. Interactions are respectful overall and rare occasions in which disrespect is demonstrated are dealt with appropriately and fairly.</p>	
Behavior & Safety ----->			4	
	<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>We have our PAWS program which is PBIS. We have classroom, schoolwide and special rewards based on positive behavior. And tiered rewards and supports such a mentoring for those students who need more support than the general of tier I. Suspensions including in school suspensions have decreased in number. The general atmosphere is safe and welcoming at all times. The behavior matrix is available on the website, posted in classrooms, given to students for their planners and given to parents to review with students as well.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<p>School website has much information for parents on variety of academic initiatives and supports for parents to use with students at home. Regular communication includes a weekly newsletter, monthly newsletters, explanations of test data and common core standards. Promotion criteria is explained and sent home several times during the year. Behavior matrix, parent handbook, code of conduct are all sent home in the first week and distributed and open house or curriculum nights by teachers as well. Teachers regularly communicate with parents via website, classroom newsletters and by phone, parent portal or in person in conferences. Open houses are provided for new students and high school fairs and information is provided a few times during the fall beginning in grade 7.</p>	
	Ongoing communication ----->			4
<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. 	<p>Parent portal is used by all. Parent teacher conferences occur frequently. Phone calls occur regularly. Website is updated weekly. The website has information for parents on NWEA testing, common core standards, links to programs and websites where students can practice. A newsletter is posted monthly by the school and twice a month by the PTA. The PR committee also send regular updates via e-mail and creates pamphlets etc. to help parents understand</p>		
Bonding ----->			4	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Families are engaged there are many opportunities for engagement. At least one a month. Band concerts, violin concerts, athletic games, drama productions, student operas, IB events, French end of year events, IMadonnari, Spring Clean and Green, Earth Week, Father-Daughter Dance, Art links exhibits, (ART-Art Resources in Teaching) to name a few.</p>		

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 ----->			4
	<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. 	<p>Networks of social services are provided to individuals who are in need of those services. Social worker and counselor have done extensive work to connect individuals with organizations when assistance is required.</p>	
	College & Career Exploration and election ----->			3
	<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. 	<p>We have former students visit and speak to students about their college experiences and the foundation that they received as elementary students at Sutherland.</p>	
Academic Planning ----->			4	
<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. 	<p>The IB MYP program is rigorous. Students have access to information and planning for college and career through the IB program.</p>		
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. 	<p>We have yoga, claymation, running club, chess, math club, french club, drama, band, choir, violin, photography, sports, and many other activities both through ASAS and tuition based programs.</p>		

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 ----->			3
	<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. 	<p>We do have students in grade 8 take the Explore and use ACT prep materials and websites to expose them to this type of assessment.</p>	
	College & Career Admissions and Affordability ----->			3
	<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. 	<p>At our IB presentations to 6th grade parents the various advantages of an IB education and the college opportunities for IB students are discussed in detail including costs and scholarships that have been provided.</p>	
Transitions ----->			4	
	<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. 	<p>Registration and open house for kdg and new students occurs every spring during the day and again in the evening. A Back to School Night occurs prior to the first day of school. Teachers host a curriculum night within the first couple of weeks of school in every grade level. High School Fairs and visits begin in the fall for 7th and 8th graders and continue until spring each year. Each year the 5th graders are addressed in the spring about the IB program that they will enter in 6th grade. In 6th grade an open house informational meeting is held for parents of 6th graders about the IB program.</p>	

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 ----->			4
	<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. 	<p>Discretionary funding is spent on personnel in order to provide additional support and interventions for our students. It is spent for developing our staff and for assuring we have supports in place for our students.</p> <p>We have partnerships with community organizations. We have an active and generous PTA, we have a foundation, we have had sponsorship from local banks etc for varied projects.</p> <p>The focus in on use of resources for student achievement and growth as demonstrated by the discretionary budget.</p>	
	Building a Team ----->			4
<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. 	<p>Partnerships with many universities ensure that we have students doing clinical observations and student teachers in our building each year. We have a pool of candidates who have taken positions as substitutes, assistants, tutors upon completion of their teaching credentials. Hiring is a multistep process which does include lesson demonstration when possible but also includes intensive interviews that are used nationwide to help pick the best candidates among teachers. Teams are assembled to include the needed strengths.</p>		
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. 	<p>While we do have regularly scheduled structures interventions in dedicated blocks, time for collaboration is regular and a schedule that works well for students. We do have difficulty scheduling enough time for teacher collaboration due to limited number of staff members to cover.</p>		

Mission & Strategic Priorities

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

Mission Statement

The Sutherland School community envisions a school where student learning is facilitated in a manner that ensures each student reaches his or her potential and grows and develops intellectually, socially and in global awareness. Students as described in the IB Learner Profile are learners who strive to be inquirers, thinkers, communicators, and risk takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Our students will have the necessary skills to be successful in high school and college.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy instruction will be common core aligned and supported by high quality text, materials and technology.	If we continue to address curriculum and best practice in literacy and common core standards our scores should increase until we are able to see 90% or better of our students will meet standards in ELA. If we continue to differentiate and provide students with appropriately leveled yet challenging reading material we should see continued growth in our exceeds category and have 40% or better exceed standards.
2	Mathematics instruction will be common core aligned and supported by text, materials and technology.	If we continue to address curriculum and best practice in mathematics and common core standards our scores should increase until we are able to see 90% or better of our students will meet standards in Math. If we continue to differentiate and provide students with appropriately leveled yet challenging materials in Mathematics we should see continued growth in our exceeds category on ISAT and in our college readiness for Mathematics on Explore.
3	Core curriculum interventions will be provided for students whose beginning of year screening assessments indicate that they are in need of support. Their progress will be monitored.	If we continue to support students who demonstrate need we should be able to ensure students meet their growth targets on NWEA in the core curriculum areas.
4	School leadership teams have been trained and in turn train other staff members in various district initiatives. Staff development will be provided to support teachers in the continuous improvement of instruction, review of data and curriculum through unit development.	If we continue to provide professional development to support teacher work in the adaptation of the common core standards and provide teacher teams with time and support to work on improving instruction we will continue to see growth and students meeting their growth targets.
5	School climate will be supported through the implementation of our positive behavior program and extra-curricular and enrichment opportunities.	If we continue to address climate with positive behavior program (PAWS) and implement tools to teach appropriate behaviors we will continue to have minimal disruptions and suspensions and other interruptions to the educational program will decrease.



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
Literacy instruction will be common core aligned and supported by high quality text, materials and technology.	If we continue to address curriculum and best practice in literacy and common core standards our scores should increase until we are able to see 90% or better of our students will meet standards in ELA. If we continue to differentiate and provide students with appropriately leveled yet challenging reading material we should see continued growth in our exceeds category and have 40% or better exceed standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reading materials will be audited to ensure variety of levels, genres and appropriate ratio of fiction and non fiction in all classrooms.	Instructional Materials	All	Teacher Teams	Summer 2012	Quarter 1		
Thematic units will be created with a variety of materials at a variety of levels to ensure growth.	Instruction	All	Teacher Teams	Summer 2012	Quarter 2		
Thematic units will have appropriate balance of fiction and non fiction materials at all levels	Instructional Materials	All	Teacher Teams	Summer 2012	Quarter 2		
RtI Interventionists will work with students in Tiers II and III to provide additional support	Instruction	Other student group	Teachers, tutors, interventionist, RtI coordinators	Quarter 1	On-going		
Thematic units will be implemented in all grade levels throughout the year in ELA and content areas	Instruction	All	Teachers	Quarter 1	On-going		
NWEA data will be reviewed and used to organize students for targeted instruction with entry level data and with each new assessment.	Instruction	All	Teachers, counselor, administrators	On-going	On-going		



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
Mathematics instruction will be common core aligned and supported by text, materials and technology.	If we continue to address curriculum and best practice in mathematics and common core standards our scores should increase until we are able to see 90% or better of our students will meet standards in Math. If we continue to differentiate and provide students with appropriately leveled yet challenging materials in Mathematics we should see continued growth in our exceeds category on ISAT and in our college readiness for

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Mathematics text and materials will be audited to ensure coverage of common core standards in mathematics	Instructional Materials	All	Teachers Administrators	Quarter 1	Quarter 3		
RtI Interventionists will work with students in Tiers II and III to provide additional support.	Instruction	Other student group	Teachers, tutors, interventionist, RtI coordinators	Quarter 1	On-going		
NWEA data will be reviewed and used to organize students for targeted instruction with entry level data and with each new assessment.	Instruction	All	Teachers Administrators ILT	Quarter 1	On-going		
Additional supports and materials for differentiation in mathematics will be investigated and obtained	Instructional Materials	All	Teachers, administrators	Quarter 1	Quarter 4		



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
Core curriculum interventions will be provided for students whose beginning of year screening assessments indicate that they are in need of support. Their progress will be monitored.	If we continue to support students who demonstrate need we should be able to ensure students meet their growth targets on NWEA in the core curriculum areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Rtl team and coordinators will meet regularly and plan for and monitor progress of interventions.	ILT/ Teacher Teams	All	Rtl coordinators, Rtl Team, administrators	Quarter 1	On-going		
Interventionists will be instructed on process and materials to use with students	Other	Other student group	Rtl coordinators, counselor, tutors and interventionists	Quarter 1	On-going		
Rtl coordinators will meet with teachers regularly to review student progress	ILT/ Teacher Teams	All	Rtl Team, Rtl coordinators, teachers	Quarter 1	On-going		
Rtl Interventionists will work with students in Tiers II and III to provide additional support.	Instruction	Other student group	Rti coordinators, interventionists	Quarter 1	On-going		



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
School leadership teams have been trained and in turn train other staff members in various district initiatives. Staff development will be provided to support teachers in the continuous improvement of instruction, review of data and curriculum through unit development.	If we continue to provide professional development to support teacher work in the adaptation of the common core standards and provide teacher teams with time and support to work on improving instruction we will continue to see growth and students meeting their growth targets.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT team and Teacher leaders will create professional development plan that will incorporate workshops, coaching and time to work in groups on the implementation of common core standards.	Professional Development	All	ILT team, Teacher Leaders, Administrators	Summer 2012	Summer 2012		
Teacher Leaders will be trained to coach and provide training for teacher teams in the fall.	Professional Development	All	Teacher Leaders, Network ISLs, Administrators	Summer 2012	Summer 2012		
Teacher Leaders and ILT team will work with teachers in the beginning of the year professional development days on development of common core unit planning.	Professional Development	All	ILT team, Teacher Leaders, Teachers, Administrators	Summer 2012	Summer 2012		
Teacher Leaders and ILT team will work with teachers in teams throughout the year on development of common core unit planning.	Professional Development	All	ILT team, Teacher Leaders, Teachers, Administrators	Quarter 1	On-going		
Teachers will meet regularly in grade level teams and by curricular areas to continue to review data and plan for instructions.	Instruction	All	Teachers, Administrators	Summer 2012	Summer 2013		
Teacher Leaders, ILT team members, and teachers will attend network professional development as possible.	Professional Development	All	Teacher Leaders, ILT teammembers, Network, Administrators	Quarter 1	On-going		



Strategic Priority 5

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

Strategic Priority Description	Rationale
School climate will be supported through the implementation of our positive behavior program and extra-curricular and enrichment opportunities.	If we continue to address climate with positive behavior program (PAWS) and implement tools to teach appropriate behaviors we will continue to have minimal disruptions and suspensions and other interruptions to the educational program will decrease.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Positive behavior program team members or PAWS team will meet to plan events and schedule for activities to support PAWS program	ILT/ Teacher Teams	All	PAWS team/Counselor	Summer 2012	Summer 2012		
Behavior Matrix for parents and students will be reviewed and distributed first week of school.	Parental Involvement	All	PAWS team/Counselor	Quarter 1	Quarter 1		
Schedule assemblies and lessons for social emotional learning topics bullying etc.	Other	All	PAWS team/Counselor	Quarter 1	Quarter 2		
Review behavior incidents monthly evaluate data and plan interventions as required.	ILT/ Teacher Teams	All	PAWS team/Counselor	Quarter 1	On-going		



Strategic Priority 5
