



**2012-2014 Continuous Improvement Work Plan**

**Willa Cather Elementary School**

Garfield-Humboldt Elementary Network  
2908 W Washington Blvd Chicago, IL 60612  
ISBE ID: 150162990252127  
School ID: 610251  
Oracle ID: 26021



**Mission Statement**

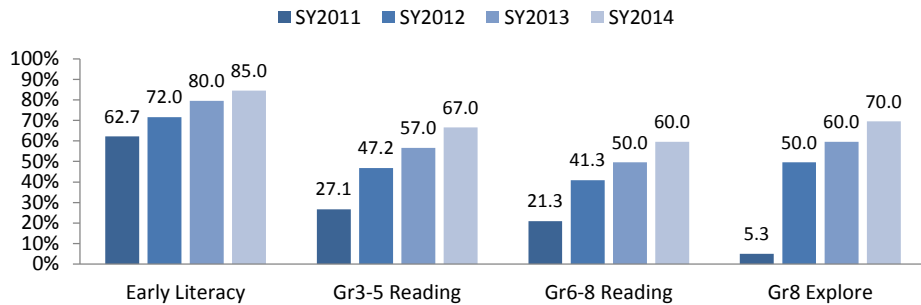
To provide high quality instruction in all subject areas with literature and writing serving as the common thread, on-going staff development, technology infusion, College and Career Readiness, and a safe and nurturing learning environment for ALL students.

**Strategic Priorities**

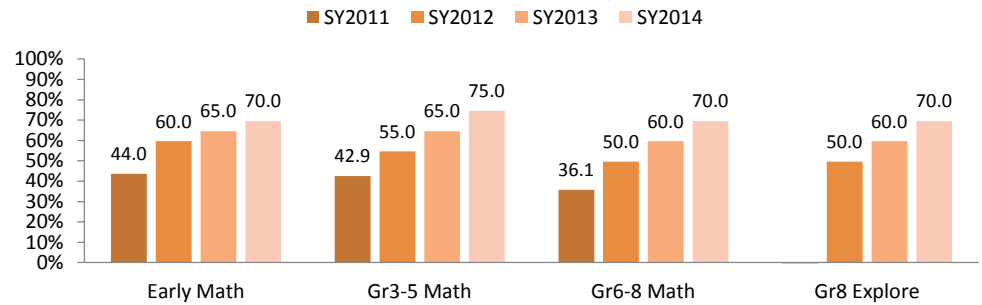
1. Integrate CCSS into grades 3-8 by aligning materials, curriculum and lesson plans
2. Provide ongoing professional development for teachers to focus on high-quality instruction.
3. Increase the use of technology in grades 3-8, to aid in high quality teaching and learning.
4. Develop a parental outreach plan to focus on increasing student enrollment & parental involvement within the school.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

| School Name   |                                |
|---|--------------------------------|
| To get started, please select your school's name from the drop down list: | Willa Cather 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        |
| Hattie King         | Principal                 |
| Wanda Carey         | Assistant Principal       |
| Rita Tetteh         | Counselor/Case Manager    |
| Lynnto Craig        | Classroom Teacher         |
| Tia Brown           | Classroom Teacher         |
| Christopher Kruger  | Classroom Teacher         |
| Gina Campise        | Special Education Faculty |
| Pamela Cobbs        | Support Staff             |
| Ricky Carter        | Support Staff             |
| Jacqueline Rockford | Support Staff             |
| Freida Dunn         | LSC Member                |
| Kiwanna Riddle      | Parent/ Guardian          |



## Elementary Goal Setting

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

## Academic Achievement

| Pre-K - 2nd Grade  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | SY2011 Score  | SY2012 Goal | SY2013 Goal | SY2014 Goal |      |
|--|--------------|-------------|-------------|-------------|--|---|-------------|-------------|-------------|------|
| <b>Early Literacy</b><br>% of students at Benchmark on DIBELS, IDEL                                | 62.7         | 72.0        | 80.0        | 85.0        |  | <b>Early Math</b><br>% of students at Benchmark on mClass                                       | 44.0        | 60.0        | 65.0        | 70.0 |
| <b>3rd - 5th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 27.1         | 47.2        | 57.0        | 67.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 42.9        | 55.0        | 65.0        | 75.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 54.3         | 65.0        | 75.0        | 80.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 72.5        | 80.0        | 83.0        | 85.0 |
| <b>6th - 8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Grade Level Performance - Reading</b><br>% of students at or above grade level on Scantron/NWEA | 21.3         | 41.3        | 50.0        | 60.0        |  | <b>Grade Level Performance - Math</b><br>% of students at or above grade level on Scantron/NWEA | 36.1        | 50.0        | 60.0        | 70.0 |
| <b>Keeping Pace - Reading</b><br>% of students making growth targets on Scantron/NWEA              | 38.2         | 58.0        | 68.0        | 75.0        |  | <b>Keeping Pace - Math</b><br>% of students making growth targets on Scantron/NWEA              | 45.5        | 55.0        | 65.0        | 75.0 |
| <b>8th Grade</b>   |              |             |             |             |  |   |             |             |             |      |
| <b>Explore - Reading</b><br>% of students at college readiness benchmark                           | 5.3          | 50.0        | 60.0        | 70.0        |  | <b>Explore - Math</b><br>% of students at college readiness benchmark                           | 0.0         | 50.0        | 60.0        | 70.0 |



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### Climate & Culture

| All Grades  | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |   | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| <b>Attendance Rate</b><br>Average daily attendance rate | 94.9   | 96.0        | 97.0        | 98.0        |   |        |             |             |             |
|   |        |             |             |             | <b>Misconducts</b><br>Rate of Misconducts (any) per 100 | 29.5   | 25.0        | 20.0        | 15.0        |

### State Assessment

| All Grades<br>% Meets & Exceeds   | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |  | All Grades<br>% Exceeds  | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| <b>ISAT - Reading</b><br>% of students meeting or exceeding state standards     | 74.4         | 80.0        | 85.0        | 90.0        |  | <b>ISAT - Reading</b><br>% of students exceeding state standards     | 20.9         | 30.0        | 40.0        | 50.0        |
| <b>ISAT - Mathematics</b><br>% of students meeting or exceeding state standards | 91.4         | 92.0        | 93.0        | 95.0        |  | <b>ISAT - Mathematics</b><br>% of students exceeding state standards | 20.3         | 30.0        | 40.0        | 50.0        |
| <b>ISAT - Science</b><br>% of students meeting or exceeding state standards     | 89.2         | 92.0        | 94.0        | 95.0        |  | <b>ISAT - Science</b><br>% of students exceeding state standards     | 59.5         | 65.0        | 70.0        | 75.0        |

### School Effectiveness Framework

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

|                                | Typical School  | Effective School  | Evidence  | Evaluation |
|--------------------------------|---|---|---|------------|
| <b>DIMENSION 1: Leadership</b> | <b>Goals and theory of action</b>   |   |   | <b>4</b>   |
|                                | <ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>  | <ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>  | <p>Cather School consistently holds data conversations between teachers and administration. The purpose of these conversations is to identify strengths and weaknesses as they relate to individual students performance, instructional practice, and school-wide strategies. Teachers create targeted plans to address student deficient areas. The data conversations are also held between teachers and students, and are called "Test Talks". This allows for the teacher and student to identify the individual students' strengths and weaknesses and create a plan based on data to address deficiencies. We are currently in the process of transitioning to the Common Core standards, and this practice</p>   |            |
|                                | <b>Principal Leadership</b>   |   |   | <b>4</b>   |
|                                | <ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul> | <ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul> | <p>The school's professional development plan is outlined prior to the start of each school year, and is tailored to the needs of the students and staff. Continuous targeted professional development based on identified needs is an intrical part of developing best practices school-wide, and building leadership capacity among staff. All PD is based on data or needs identified from observations. Much of our most recent PD is linked to transitioning to the Common Core Standards. Our principal, Mrs. Hattie King, is the one who drives the culture of learning in the school by setting high expectations for all teaching and learning, and articulating clear achievement goals. Goal-setting and ongoing monitoring is ingrained in the culture of the school. Mrs. King ensures that all stakeholders have input in decisions that affect teaching and learning, even as she makes clear that the final decision is hers, as well as the responsibility that goes along with it. Continuous monitoring from the administration holds both teachers and students accountable, while ensuring that feedback needed for improvement is ongoing. All teaching and</p> |            |

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| Typical School   | Effective School   | Evidence  | Evaluation |
|--|--|---|------------|
| <b>Teacher Leadership</b> ----->   |  |   | <b>4</b>   |
| <ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul> | <p>A majority of our teachers are active members on our ILT. We come together to analyze data and make action plans based on that data. We also are able to, as a team, analyze and reflect upon our successful strategies, as well as the not-so-successful strategies. In these cases, we are able to pivot and adapt to create new strategies that are more successful. Our classes are separated into Houses: House I (Grades PreK-2), House II (Grades 3-5), and House III (Grades 6-8). Each house has a house leader who leads the two weekly teacher team meetings, and represents the house on the ILT. Other members of the staff from the various houses are also a part of the ILT. One teacher team meeting per week deals with disaggregation of data based on the ILT's action items on a particular assessment. The ILT meeting process allows all members, as well as those who are not "official" members of the ILT to have input in decisions that are made based on data. Many of our teachers take advantage of grant writing to help bolster instruction, as well as DonorsChoose.org, to bring in new materials that are so desperately needed.</p> |            |

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| Typical School   | Effective School   | Evidence  | Evaluation |
|--|--|---|------------|
| <p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>  |  |   | <b>4</b>   |
| <ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul> | <ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul> | <p>Cather's ILT works as a collaborative unit that addresses weaknesses and strengths in our school's assessment data. It also functions as a decision-making body that works with the school administration on issues that affect teaching and learning. The ILT disaggregates data and shares this data with its House Teams. The action items decided on by the ILT are also relayed to the House Teams and put into effect. We review and analyze the previous action items at each meeting and assess the effectiveness of that plan. Each member has a voice in any discussion in an ILT meeting. All members feel a part of the decision-making process. All teachers are able to analyze and disaggregate data to enrich and drive instruction in the classrooms. Professional development is based on the data that is disaggregated and is targeted to address weaknesses. The professional development for the school is driven by the ILT and is determined by the data in order to best assist the teachers.</p> |            |
| <p><b>Monitoring and adjusting</b> -----&gt;</p>   |  |   | <b>4</b>   |
| <ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>  | <ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>  | <p>Our ILT meetings are meant to analyze data and create action items to address deficiencies in certain skills or standards. We are able to make adjustments in the way we are teaching in the classroom, as well as the strategies we are using school wide. The administration and house teams monitor these action items and these strategies' effectiveness. Our data conversations between teachers and the administration also works as a way to monitor the effectiveness of these strategies, as well as to monitor whether or not individual teachers are aware of the weaknesses and strengths for their</p>   |            |

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|   | Typical School   | Effective School  | Evidence  | Evaluation |
|---|--|---|---|------------|
| <b>DIMENSION 2: Core Instruction</b>  | <b>Curriculum</b> ----->   |   |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul> | <ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul> | <p>The school's curriculum has a year-long scope and sequence that maps out what skills we are covering in Reading, Math and Science. However, even though teachers are currently identifying the Common Core standards in their lesson plans, we will begin moving toward full implementation of the Common Core in instructional practices for the next school year. Each House Team uses rigorous instructional methods and includes high-interest literature as well as many non-fiction texts in Reading/Language Arts classes. Classrooms are pivoting to the Common Core in all subjects (higher emphasis on non-fiction and novels in Reading, argument writing in Language Arts, and aligning our text to the Common Core). Students with IEPs are mainstreamed throughout the content areas, and their IEPs are aligned with our school's curriculum in mind. We also are able to make accommodations and modifications based on our core curriculum state standards, while meeting individual students' needs.</p> |            |
|   | <b>Instructional materials</b> ----->  |   |   | <b>4</b>   |
|   | <ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>  | <ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>  | <p>Each grade level's Reading series is aligned to the Illinois Learning Standards, and are being adapted to the Common Core standards. The same is true with our Everyday Math/Math Thematics math series. Our Science series align with the Illinois Learning Standards as well as the Chicago Math and Science initiative. The materials used for instruction are modified/differentiated for students with disabilities, which allow a greater achievement on student assessments.</p>  |            |
| <p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p> |  |   |   |            |



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| Typical School   | Effective School  | Evidence   | Evaluation |
|--|---|--|------------|
| <b>Assessment</b> ----->   |   |  | <b>4</b>   |
| <ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul> | <ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul> | <p>School-wide data is readily available to all stakeholders in the school. Each classroom teacher, as well as the teacher teams have easy access to assessment data, and are able to analyze such data during ILT and Teacher Team meetings. Assessments are given throughout the school year in each of our three houses. House I (Grades K-2) takes the DIBELS and MCLASS Math assessments three times per year. Classroom teachers drive instruction throughout the year based on data from these assessments. They are also completing sight word proficiency assessments (ASWD) on a weekly basis, and a cumulative assessment every 5 weeks. Houses II and II (Grades 3-8) give weekly assessments based on the reading skill that is covered, and then every five weeks, a cumulative assessment of those skills is given. This is a part of the GHN Reading Skill Priorities. These students are also assessed three times per year with the Scantron assessment in Reading and Math (4th and 7th grades are assessed in Science as well). These skills are also assessed each March with the ISAT Test. We also are giving Network Math assessments every five weeks and Network Science Assessments (grades 3-7) five times</p> |            |

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| Typical School  | Effective School  | Evidence  | Evaluation |
|---|---|---|------------|
| <i>Instruction</i> ----->   |   |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul> | <p>Each teacher posts the objective in their classroom in student-friendly terms, and communicates it daily to their students. Also, during the Advisory period, the reading skill/objective is announced from the main office to the entire school. Because each student is made aware of the objective and skill during their class periods, the questions delivered in most classrooms are of the higher order. We do need to be more consistent, among the various classrooms in presenting higher order questioning throughout all of the classrooms. We have a set sequence set by the GHN for Reading, Math and Science instruction, as well assessments. Students with disabilities are aware of the sequencing and aligning of the standards-based objectives as well, as it is modified according to the students' IEPs. We have weekly skill assessments and cumulative assessments every five weeks in Reading, as well as assessments in Math that occur every five weeks as well.</p> |            |

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|                              | Typical School  | Effective School  | Evidence  | Evaluation |
|------------------------------|---|---|---|------------|
| <b>Professional Learning</b> | <b>Intervention</b> ----->  |   |   | <b>4</b>   |
|                              | <ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul> | <ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul> | <p>At Cather, we have a set period for intervention and enrichment that is called Success Time. Success Time runs from 12:35-1:00 each day. During this period, students are grouped and instruction is differentiated based on student data. We are able to use the student data to make "prescriptive" lessons for each student based on his/her needs. This data is from weekly assessments, as well as the network and standardized assessments. The data drives the instruction, as we strive to fill in the gaps for each student and for each skill. Special education teachers regularly push-in with their students with disabilities and work with the general education teacher with ALL students. This inclusion method has worked marvelously with our students with special needs, as a majority of these students in the upper grades are showing tremendous growth. Small group pull-outs with various teachers, as well as with the administration are consistent. Also, Response to</p> |            |
|                              | <b>Whole staff professional development</b> ----->  |   |   | <b>3</b>   |
|                              | <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>   | <ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>   | <p>Professional development is scheduled at our school-site year round. We have specific topics that are covered in PD based on the needs of the staff, to better serve our students. Most professional development is based on our data, so it becomes prescriptive for us, as well as the students. District and network mandated professional development is consistent, and mainly relevant and effective, but can, at times become repetitive. We need a larger variety of professional development options, including, but not limited to technology, special education, etc. All staff can use CPS University to keep track of their professional development and to maintain their own evidence of completion.</p>  |            |

### School Effectiveness Framework

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|                     | Typical School   | Effective School  | Evidence  | Evaluation |
|---------------------|--|---|---|------------|
| <b>DIMENSION 3:</b> | <b>Grade-level and/or course teams</b> ----->  |   |   | <b>4</b>   |
|                     | <ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul> | <p>Our classes are separated into Houses: House I (Grades PreK-2), House II (Grades 3-5), and House III (Grades 6-8). Each house has a house leader who leads the two weekly teacher team meetings, and represents the house on the ILT. Other members of the staff from the various houses are also a part of the ILT. One teacher team meeting per week deals with disaggregation of data based on the ILT’s action items on a particular assessment. Collaboration is essential among the house teams, as they come together on long term and short term planning, progress monitoring, and the assessment of effective strategies. The relationships among teachers are very collegial, as they are very comfortable asking each other and administration for assistance when needed. Trust is an important factor in this occurring and lead to each teacher taking responsibility for all students in the school, not just the ones who sit directly in front of them in their classrooms. Special education teachers are assigned to the House Team at the level in which they teach. they</p> |            |
|                     | <b>Instructional coaching</b> ----->   |   |   | <b>3</b>   |
|                     | <ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>  | <p>During the teachers’ collaboration time, coaching is present in the discussion of effective strategies and interventions. Teachers have no qualms about sharing successes and not so successful lessons/strategies. Collaboration between teachers and administration during Data Conversations also allow for coaching to take place. New teachers are assigned an internal mentor among their house teams, and a district mentor to monitor the new teachers’ assimilation into their school community. Due to the small size of our school, teachers are able to coach each other when needed. Administration is able to coach when needed, as well as model instructional strategies, and give constructive feedback on lessons/strategies during one-to-one teacher and administrator post observation meetings.</p>  |            |

### School Effectiveness Framework

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|   | Typical School   | Effective School  | Evidence  | Evaluation |
|---|--|---|---|------------|
| <b>DIMENSION 4: Climate and Culture</b> | <b>High expectations &amp; College-going culture</b> ----->  |   |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>   | <ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>   | <p>As we move towards the Common Core state standards, we are increasing the emphasis on our students moving to "college and career-readiness". We currently have college banners prominently displayed in a hallway, as well as signs indicating the colleges each teacher attended, in an effort to promote the long-term plan of colleges and careers as a goal for our students. When a student is accepted into a high school, may it be selective enrollment or any other high school program, it is treated as if it is a college acceptance letter. The letters are posted and announcements are made celebrating this achievement.</p>               |            |
|   | <b>Relationships</b> ----->  |   |   | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul> | <ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul> | <p>All students have an adult advocate inside the school whether it is a teacher or an administrator. The students know that the staff at the school genuinely cares for them and wants to see their success. For the most part, interactions between teachers and students are respectful, and when students are disrespectful, consequences are swift but fair. We can always use more parent involvement at Cather, but it has improved in the past few years. Students with disabilities are immersed as members of our school community, as we have a push-in inclusion program that allows all students to be integrated academically and socially.</p> |            |
| <b>Behavior &amp; Safety</b> ----->     |  |   | <b>3</b>  |            |
|   | <ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>  | <ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>   | <p>Cather School follows the CPS Student Code of Conduct, and sees suspension as a last resort. We do everything in our power to stress positive behavior interventions as we deal with issues of discipline. Incentives are given for students whose behavior and attendance are exemplary, or are improving. Classroom management inside the classrooms is a net positive, but needs more consistency from classroom to classroom. The school has a safe and welcoming school environment, as all students are greeted in the morning upon arrival, and measures are in place to protect students in the case of external</p>                               |            |

### School Effectiveness Framework

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|   | Typical School  | Effective School   | Evidence  | Evaluation |
|---|---|--|---|------------|
| <b>DIMENSION 5: Family and Community Engagement</b>   | <b>Expectations</b> ----->  |  |   | <b>4</b>   |
|   | <ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>  | <ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>   | <p>Report card pick up occurs once per semester. This is a time for formal, scheduled conferences between teachers and parents. Teachers are, however, readily available during their prep periods, as well as before and after school for conferences with parents throughout the school year. At the beginning of the year, expectations for achievement are outlined in each grade for the parents and school community. We also hold an orientation assembly for the students, and all parents are invited and encouraged to attend. This assembly sets the expectations school-wide from the principal and assistant principal. School-wide data is shared at this time and students are motivated during this assembly to achieve their specific goals for the school year. We send home progress reports every five weeks, as well as standardized test data</p> |            |
|   | <b>Ongoing communication</b> ----->   |  |   | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>  | <p>Teachers and parents communicate during the regularly-scheduled report card pick-up times. However, this is not the only time parents and teachers collaborate on the progress of an individual student. Phone logs are kept by teachers to track communications between teachers and parents. Parents are called when a student is not in school on any given day, and a staff member is tasked with investigating chronic absences.</p>   |   |            |
| <b>Bonding</b> ----->   |   |  | <b>3</b>  |            |
| <ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul> | <ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul> | <p>Each student is welcomed by a staff member upon arrival into the school. There is a sense of collegial and respectful relationships between students and school staff. Students know that the staff genuinely cares for them and are committed to their academic success. Students are very comfortable approaching the principal and assistant principal for personal and/or academic reasons, and know they will advocate on their behalf. Mrs. King, our principal, and Ms. Carey our assistant principal, hold test talks with the students to go over data and motivate them to improve. We hold some special events outside school hours, including an Open House, Fashion Show and Talent show that allow staff, parents and students to</p> |   |            |

### School Effectiveness Framework

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| Typical School   |   | Effective School  | Evidence | Evaluation |
|--|---|---|----------|------------|
| <b>Specialized support</b> ----->  |   |   |          | <b>4</b>   |
| <ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>   | <ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>  | School staff confers with families who feel their children need specialized support. Parents are informed what the process is, and what is needed on their end to get their student they help that he/she needs. We are in contact with the various social service agencies that are involved with various students in our school. If needed, members of the staff are dispatched to make home visits for |          |            |
| <b>College &amp; Career Exploration and election</b> ----->  |   |   |          | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>   | <ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>   | We currently have college banners prominently displayed in a hallway, as well as signs indicating the colleges each teacher attended, in an effort to promote the long-term plan of colleges and careers as a goal for our students. When a student is accepted into a high school, whether it be selective enrollment or any other high  |          |            |
| <b>Academic Planning</b> ----->  |   |   |          | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul> | <ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul> | In addition to the Explore Test, each student in the eighth grade fills out a needs assessment and college/career questionnaire. We start the students on the path to college by explaining that the selective enrollment process is a precursor to how they will apply to colleges in the future.  |          |            |
| <b>Enrichment &amp; Extracurricular Engagement</b> ----->  |   |   |          | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>   | <ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>  | The teachers/administration at Cather tries to link programs coming from within or outside of CPS that promotes student leadership or extends student knowledge. We have an extracurricular after school program that includes a focus on preparing for the Explore Test. The   |          |            |

N 6: College and Career Readiness Supports

### School Effectiveness Framework

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|                           | Typical School   | Effective School  | Evidence  | Evaluation |
|---------------------------|--|---|---|------------|
| <b>DIMENSIO</b>           | <b>College &amp; Career Assessments</b> ----->   |   |   | <b>3</b>   |
|                           | <ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>                                    | <ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>  | <p>Eighth grade students take the Explore Test, as well as the interest inventory and career assessment. Students in grades 5-8 participate in an Explore class during one of our early intersession weeks, to measure the college/career readiness to all students in the beginning of the school year, and to see where the deficiencies are. This will</p>   |            |
|                           | <b>College &amp; Career Admissions and Affordability</b> ----->  |   |   | <b>3</b>   |
|                           | <ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul> | <ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul> | <p>not applicable</p>   |            |
| <b>Transitions</b> -----> |  |   | <b>4</b>  |            |
|                           | <ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>       | <ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>                                      | <p>Cather hosts many representatives from high schools to come and speak with our eighth grade students to explain their curriculum and to give them a glimpse of high school life. We also encourage students to visit high schools in which they are interested. Cather also informs eighth grade students about high school transition programs, such as Freshman Connection. For all other grades, expectations are delivered to each classroom at the end of the year by the next year's receiving teacher. On the final day of school, teachers give a short transition to students that will be in their</p> |            |



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|   |   | Typical School  | Effective School  | Evidence | Evaluation |
|---|---|---|---|----------|------------|
| <b>DIMENSION 7: Resource Alignment</b>  | <b>Use of Discretionary Resources</b> ----->  |   |   |          | <b>3</b>   |
|   | <ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>   | <ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>  | <p>Discretionary spending always aligns with the needs of the school and school priorities. We have prioritized academic improvement in Literacy, Mathematics, and Science, as well as aligned all discretionary funds to address those needs. As measured by the ISAT, student performance in those areas have increased continuously. Cather has established partnerships with Bank of America, the Australian Consulate, Harris Bank, and the Martin Luther King Jr. Boys and Girls Club. These community partners activity provide funding, equipment, or services to aid in address our school needs. We are constantly reaching out for new partnerships.</p> |          |            |
|   | <b>Building a Team</b> ----->   |   |   |          | <b>3</b>   |
| <ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul> | <ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul> | <p>We assess hiring needs based on an assessment of school needs, but are often unable to look long-term due to external issues. We attend job fairs and look for the most qualified applicants based on our school needs. We are constantly referring to our database of resumes when we need to fill a vacancy, and network with colleagues for possible candidates. We have a multi-step interview process which includes a first and second interview and classroom lesson demonstrations when possible. Our school is organized in House Teams to promote ongoing collaboration and coherence across grades. Teams are based on subjects taught, content area endorsements, general ed. and special needs students served, as well as the strengths and leadership qualities of the individual teachers.</p> |   |          |            |
| <b>Use of Time</b> ----->   |   |   |   | <b>4</b> |            |
| <ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>  | <ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>  | <p>The school schedule is made with the needs of the students in mind. We have non-negotiable blocks of reading/language arts and mathematics that are designed to fill in the achievement gaps of our students. Our data informs all instructional practices and determines a prescriptive fit for each student. Teachers set goals for their class improvement, as well as target individual students for individual growth. Teacher collaboration is on-going. Each morning the teachers have a 30 minute preparation period of which two per week are dedicated to teacher team meetings. The collaboration among</p>   |   |          |            |

Date Stamp November 22, 2012



### Mission & Strategic Priorities

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

### Mission Statement

To provide high quality instruction in all subject areas with literature and writing serving as the common thread, on-going staff development, technology infusion, College and Career Readiness, and a safe and nurturing learning environment for ALL students.

### Strategic Priorities

| # | Priority Description: Write in the description of your priority.   | Rationale: Write in your rationale (see instructions for guiding questions).  |
|---|--|---|
| 1 | Integrate CCSS into grades 3-8 by alligning materials, curriculum and lesson plans                                   | We will increase the rigor in teaching and learning in order for our students to be college and career ready, and to meet/exceed standards on the NWEA. Less than 25% of our students are above grade level in reading and less than 45% of our students are above grade level in Math, according to the Scantron Assessment.   |
| 2 | Provide ongoing professional development for teachers to focus on high-quality instruction.                          | To empower teachers with the knowledge and skills to become experts at increasing student achievement. The Scantron Assessment data reveals that we have significant gaps in our students being on track for college and career readiness. Refinement of teaching and learning strategies will make the transition to the CCSS more successful for our teachers and our students. The Full School Day will allow this professional development to take place on a weekly basis. |
| 3 | Increase the use of technology in grades 3-8, to aid in high quality teaching and learning.                          | Our students need to develop fluency in using 21st century technology in order to effectively meet the demands of high school, and to be prepared for college and/or careers. Nearly all of the technology available in our classrooms are obsolete and inadequate teaching tools.  |
| 4 | Develop a parental outreach plan to focus on increasing student enrollment & parental involvement within the school. | Cather's student enrollment remains below 250, and less than 10% of our parents are currently actively involved inside the school and the school classrooms.  |
| 5 |  |   |



### Strategic Priority 1

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

| Strategic Priority Description  | Rationale   |
|---|---|
| Integrate CCSS into grades 3-8 by aligning materials, curriculum and lesson plans | We will increase the rigor in teaching and learning in order for our students to be college and career ready, and to meet/exceed standards on the NWEA. Less than 25% of our students are above grade level in reading and less than 45% of our students are above grade level in Math, according to the Scantron Assessment. |

### Action Plan

### Monitoring

| Milestones   | Category                 | Target Group               | Responsible Party        | Start       | Completed | Status | Comments & Next Steps |
|--|--------------------------|----------------------------|--------------------------|-------------|-----------|--------|-----------------------|
| Identify needed materials for teaching and learning the CCSS including novels, non-fiction texts and math materials          | Instructional Materials  | All                        | ILT                      | Summer 2012 | Quarter 1 |        |                       |
| Increase the rigor in classroom activities   | Instruction              | All                        | Administration           | Quarter 1   | Quarter 4 |        |                       |
| Use at least 45 minutes of teacher planning time due to the Full School Day to plan CCSS activities                          | Professional Development | Not Applicable             | teachers                 | Quarter 1   | On-going  |        |                       |
| Correlated lesson plans to the CCSS  | Instruction              | Not Applicable             | Administration           | Quarter 1   | Quarter 4 |        |                       |
| Customize instruction based on student needs   | Instruction              | All                        | teachers                 | Quarter 1   | Quarter 4 |        |                       |
| Continue inclusion model and modify IEPs to reflect the CCSS   | Other                    | Students With Disabilities | Case manager, teachers   | Quarter 1   | On-going  |        |                       |
| Bring back Scholastic Book Fair, Real Men Read and Family Literacy Night to further expose students to non-fiction materials | Supplies                 | All                        | Administration           | Quarter 1   | Quarter 4 |        |                       |
| Create curriculum maps for language arts & math for grades K-8 based on CCSS   | Instruction              | All                        | teachers, administrators | Summer 2012 | Quarter 4 |        |                       |
| Develop language arts and math curriculum units based on CCSS  | Instruction              | All                        | teachers, administrators | Summer 2012 | Quarter 4 |        |                       |
|  |                          |                            |                          |             |           |        |                       |
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| Strategic Priority 1 |  |  |  |  |  |  |  |
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### Strategic Priority 2

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

| Strategic Priority Description  | Rationale   |
|---|---|
| Provide ongoing professional development for teachers to focus on high-quality instruction. | To empower teachers with the knowledge and skills to become experts at increasing student achievement. The Scantron Assessment data reveals that we have significant gaps in our students being on track for college and career readiness. Refinement of teaching and learning strategies will make the transition to the CCSS more successful for our teachers and our students. The Full School Day will allow this professional development to |

### Action Plan

### Monitoring

| Milestones  | Category                 | Target Group               | Responsible Party                                 | Start       | Completed | Status | Comments & Next Steps |
|---|--------------------------|----------------------------|---|-------------|-----------|--------|-----------------------|
| Provide PD to focus on rigorous teaching strategies/activities  | Professional Development | All                        | Administration, teachers, Network                 | Quarter 1   | Quarter 4 |        |                       |
| Attend ongoing CCSS Professional Development including Performance Tasks and Assessments                          | Professional Development | All                        | Teacher Teams                                     | Summer 2012 | On-going  |        |                       |
| Provide Professional Development focusing on non-fiction texts and teaching strategies                            | Professional Development | All                        | Administration, teachers                          | Quarter 1   | Quarter 4 |        |                       |
| Conduct ongoing PD on analyzing data and targeting instruction  | Professional Development | Not Applicable             | ILT   | Quarter 1   | On-going  |        |                       |
| Incorporate Achieve 3000 in 3 - 8 classrooms to increase lexile levels and in turn, NWEA and ISAT scores          | Professional Development | All                        | Administration, teachers                          | Quarter 1   | On-going  |        |                       |
| Provide Professional Development focusing on Math strategies correlated to the CCSS                               | Professional Development | All                        | Administration, Network,                          | Quarter 1   | On-going  |        |                       |
| Teachers will customized instruction for individual students by diagnosing weaknesses and prescribing strategies. | Professional Development | All                        | All stakeholders                                  | Quarter 1   | Quarter 4 |        |                       |
| Special education teachers will participate in specialized districtwide professional development                  | Professional Development | Students With Disabilities | Administration, Case Manager, Special Ed Teachers | Quarter 1   | Quarter 4 |        |                       |
|   |                          |                            |   |             |           |        |                       |
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**Strategic Priority 2**

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**Strategic Priority 3**

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Strategic Priority 4

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