



# Amelia Earhart Options for Knowledge ES

Skyway Elementary Network  
1710 E 93rd St Chicago, IL 60617  
ISBE ID: 150162990252743  
School ID: 610316  
Oracle ID: 26441



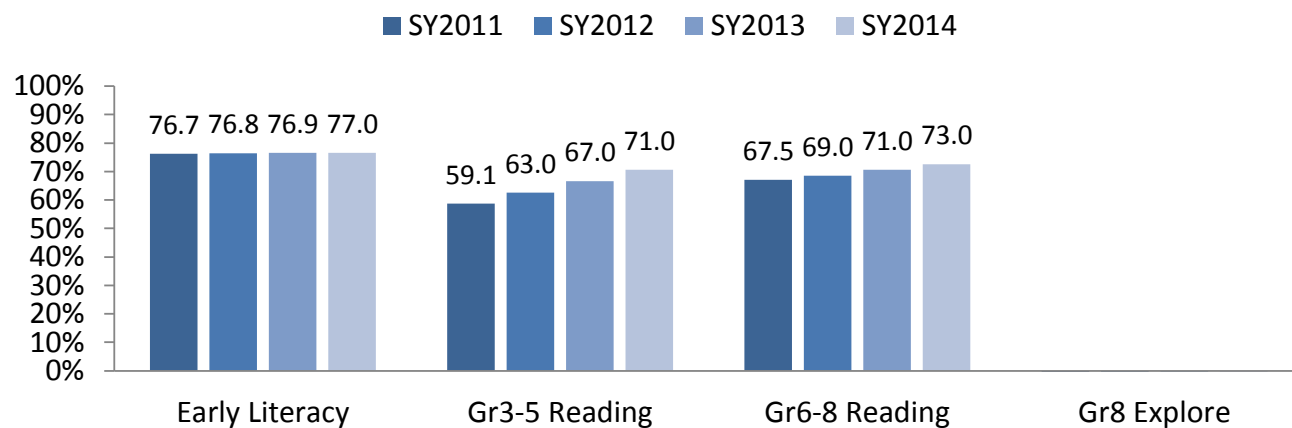
## Mission Statement

## Strategic Priorities

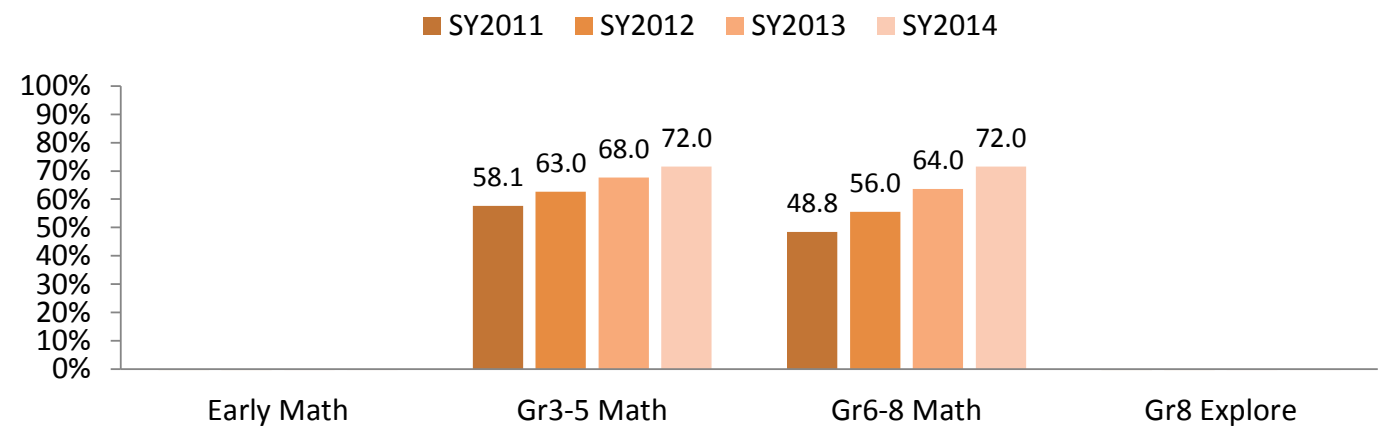
1. Literacy and Mathematics: Use triannual assessment results to identify differentiated instructional groups of students to increase student achievement. All students at the 6th, 7th, and 8th grade levels will continue to be a part of the AVID program and will continue to take rigorous Pre-Algebra and Algebra courses at the 7th and 8th grade levels.
2. Science and Technology: Revise curriculum maps to use technology and hands-on learning activities to ensure students will retain information by engaging them in meaningful and rigorous instruction.
3. Instructional Development: Provide cross curricular professional development to staff to ensure implementation of a rigorous curriculum.
4. RTI: Provide reading and mathematics interventions to students identified on previous end-of-year assessment and monitor progress.

## 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:	Amelia Earhart Options for Knowledge ES

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Dr. Brenda DeMar-Williams (Chairperson)	Principal
Kosombia Wilson (ILT Teacher, Primary)	Other
Nadine Radford	Classroom Teacher
Amanda Petrowsky (Junior High)	Classroom Teacher
Dawn Arens	Classroom Teacher
Karla Bester	Classroom Teacher
Jarren Stroter	Parent/ Guardian
Cynthia Banks (ILT Teacher)	Other
Joyce Berry	Special Education Faculty
Zelda Jenkins	Special Education Faculty
Alyssa Blanchard (ILT Teacher, Special Education Faculty)	Other
LaKeisha Shipp (ILT Teacher, Intermediate)	Other



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	76.7	76.8	76.9	77.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	DNA	DNA	DNA
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	59.1	63.0	67.0	71.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	58.1	63.0	68.0	72.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	66.7	68.0	70.0	72.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	58.1	62.0	67.0	71.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	67.5	69.0	71.0	73.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	48.8	56.0	64.0	72.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	62.5	64.0	68.0	71.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.3	57.0	63.0	71.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA	DNA	DNA	DNA		<b>Explore - Math</b> % of students at college readiness benchmark	NDA	DNA	DNA	DNA



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	96.3	97.0	98.0	99.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	33.4	32.0	31.0	30.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	88.2	89.0	90.0	91.0		<b>ISAT - Reading</b> % of students exceeding state standards	26.4	28.0	29.0	30.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	87.6	88.0	89.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	27.5	29.0	30.0	31.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	84.1	85.0	86.0	87.0		<b>ISAT - Science</b> % of students exceeding state standards	9.5	11.0	12.0	13.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The goal of Amelia Earhart School is to increase all cohort student standard scores 3 points each year in the areas of Language Arts and Mathematics. Based on this goal, small instructional groups and RTI groups have been established as a way to narrow the achievement gap at all grade levels. Progress monitoring is used as a tool to measure student outcomes. Assessment Data is analyzed during teacher collaboration after each testing session.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Teachers and Administration collaborate to establish curriculum maps. By doing so, many gaps in instruction are rectified. As a result, best practice strategies are discussed, adopted, and modified to fit the needs of each classroom. Administration works with teachers to establish individual annual Professional Growth Plans. All junior high students have been a part of the AVID program for the past 3 years. Earhart is in the process of becoming an AVID certified school. At the beginning of the school year, expectations are set for administration, staff, parents and students. Having a beginning of the year assembly, sets the tone for what is expected for all stakeholders. SIPAA planning includes all stakeholders, staff, parents, and community. Meetings are scheduled at different times to make sure that as many individuals as possible are included. There are numerous parent workshops throughout the year to support the parents for all school-wide projects, using grade-book, and other resources that are utilized by the school as instructional strategies.</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>Each teacher serves as a member or a chairperson on at least 1 team in the school structure. Earhart School has an RTI Team, CIWP Team, Data Team, ILT Team, History Fair Committee, Science Fair Committee, Young Authors Committee, Technology Committee, PBIS Team, AVID Team. Workshops are provided by the teachers, for parents, for all school-wide projects. All teachers participate in weekly grade level meetings.</p>	

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<b>Instructional Leadership Team (ILT)</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>The ILT team, which includes an Instructional Teacher, has weekly early morning meetings to look at instruction and the Common Core Standards. This information is disseminated to the staff for teacher involvement. Each ILT member is also a Grade Level Team chairperson. The ILT provides professional development to teachers during the Grade Level Team meetings. Teachers then implement strategies in their classroom. Once the Grade Level Team reconvenes, feedback is given on the strategies for continuous improvement and best practices. Information discussed in the Grade Level Team meetings is taken back to the ILT team, and evaluated for next steps.</p>	<b>3</b>
<b>Monitoring and adjusting</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>As a staff we collaborate at the beginning of the school year, during intersessions, on professional development days, and during grade level team meetings to analyze student data on a continuing basis. During collaboration, we focus on students' strengths and deficits, which guides our instructional practices. We use this information to form differentiated student groups that meet before, during, and after school.</p>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>4</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>We utilize state standard-aligned school-wide curriculum maps in reading, writing, math, and science, which are reviewed annually and modified as needed. The long term plans for students with disabilities are the annual IEP goals and the short term plans are the IEP benchmarks. All general education and instructional teachers' lesson plans include accommodations and modifications and supports necessary to ensure that all students with disabilities gain core content knowledge and skills.</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>All students are supplied with instructional materials that are aligned with state standards to support the continuity of instruction across all grade levels. Instructional materials are supportive of students with disabilities. All general education and instructional teachers utilize additional instructional materials to supplement the curriculum as needed.</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>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>After each MAP assessment and CCSS assessment, teachers are given summative reports of the student progress. The results are used to screen students for specific instruction and additional support. Teachers have quizzes, student work, exams, performance assessments, through math and writing prompts. Teachers also provide accommodations and modifications for instructional students for standardized assessments as well as classroom assessments. Teachers use both pre-tests and post tests as indicators of knowledge and growth.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<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 clearly communicates with students the standards-based learning objectives through visible "I Can" statements posted in the classroom. The COSTA's model of higher order questioning is used throughout the curriculum (Component of the AVID program). Informal assessments are utilized daily and formative assessments are given weekly.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</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>Teachers use the results of NWEA to establish RTI groups. We identify deficits and provide additional support through small group instruction, push-in instruction, pull-out instruction, as well as, instruction before school and after school .</p>	
	<b>Whole staff professional development</b> ----->			<b>2</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>Staff continuously utilizes professional development days as a time to unwrap the CCSS. Professional development is always linked to programs that the school is either using or implementing. Staff regularly monitors the effectiveness of all professional development by analyzing data produced by school programs, such as Study Island, Compass Learning, ST Math, and AVID.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</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>Teachers formally meet weekly in grade level team meetings as well as collaborating informally on a daily basis. Team meetings include general education teachers and instructional teachers. ILT members participate in each team meeting and use information to update entire teaching staff on specific grade level concerns. During meetings teachers work on analyzing data, instruction, and professional development. Teachers have protocols in place for team collaboration. After each triannual testing session teachers meet to discuss student results.</p>	
	<b>Instructional coaching</b> ----->			<b>1</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>New teachers receive support from all staff members on an informal basis. If teaching assignments change, teachers can informally receive information from other members on that grade level team.</p>	

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<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>We are in the second year of the AVID implementation. AVID utilizes a specific curriculum which focuses on college and career readiness. All students at the Junior High level are involved in AVID. We also have an annual Career Day and High School Fair to expose students to future careers and opportunities.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Amelia Earhart Schools has a "family" environment. Teachers are extremely supportive of students beyond academic instruction. Our ancillary staff is supportive of both student and teacher needs. Some students participate in small social groups to discuss topics related to character development. Students are also confident in being able to approach faculty and staff with personal and emotional needs. We have programs established to promote family relationships including: Bring your Parent to School Day, a Grandparent Brunch, Family Reading Night, Basketball Blowout, and more.</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>Amelia Earhart School has a safe, "welcoming" environment. We have instituted the PBIS system, a School Pledge recited daily, as well as daily positive reinforcements. We recognize positive behavior through a monthly "Student of the Month" breakfast with the principal. Each marking period students are awarded for good citizenship. We also end the year with an Awards Program to recognize each student for positive behavior.</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
<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>	Earhart School begins the year with a Parent Orientation to set the expectations for the school year. A meeting is also scheduled each year for our Junior High Students. An annual meeting is scheduled for 8th grade parents to discuss expectations for graduation and high school. Parents participate in several meetings throughout the year to establish expectations for school-wide projects. Parents meet with teachers to receive detailed information on standardized assessments. Classroom newsletters, homework sheets, school websites, the school blog, and agenda books are additional tools that Earhart utilizes for communication between school and home.	
	<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>	Teachers provide opportunities for parents to receive updates about the progress of students through email, the grade book, as well as parent portal. Parents are also able to schedule conferences with teachers on a daily basis. Students also bring home graded papers for parents to review daily.	
	<b>Bonding</b> ----->			<b>4</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>	Earhart School has adopted several programs to help students build qualities related to establishing positive relationships with school staff, families and community members including: Bring your Parent to School Day, the Grandparents Brunch, Sir Taylor's "Man-Child" program, Real Men Read, Career Day, and a Community Breakfast. Students also participate in activities such as the monthly poem, a talent show, an annual play production, as well as Basketball Blowout, as a way to display both academic and non-academic talents.	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</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>	Earhart School has a School Social Worker, who works closely with the staff as well as families to make sure that students receive specialized support through informal home visits, conference calls, support groups, and meetings.	
	<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>	Through AVID, Career Day, and the High School Fair programs we are able to expose students to goal setting strategies. These strategies help students to think about and prepare for future college and career choices.	
<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>	The AVID program helps to set a foundation for student planning. As a school, we are unified in teaching students how to use agenda booklets to build the organizational skills needed to become a successful college bound student. All students complete a rigorous math curriculum that is one grade level ahead. Our school counselor & junior high teachers conduct on-going discussions & lectures with students regarding college and career readiness.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</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>	Earhart School has a Drama Program, Science Olympiad, the Academic Olympics, a Sports Program, a Book Club, a Chess Club, the Battle of the Books program, a Drum Team, and a Junior Beta Club. In addition each student participants in 3 major school wide		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</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>	DNA	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	DNA	
	<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>	Teacher collaboration, assessment evaluation, and the continuity of instruction school-wide, helps to make an effective transition for Kindergarten students and students at the benchmark grade levels. Students in junior high are products of a departmentalized program which helps to transition students into high school. The AVID program also helps junior high students to prepare for high school by learning ways to organize, take Cornell notes and build study skills.	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>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>The school participates in a Community Partner Breakfast to help build relationships with community schools and businesses. Discretionary funds are used to provide technology in all classrooms. Funds are also used to provide additional teacher support for small groups during the school day, as well as during the after school program. Discretionary funds are used for teacher collaboration before and after school to look at data, curriculum resources, planning, and more.</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>Teachers participate in the interview process for new faculty and staff. Through our student teacher program and collaboration with Universitites, the school builds a pool of potential candidates to join Earhart School. Through a multistep interview process, potential assistant principals and teachers, conducted lessons and duties related to the job description.</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>Teachers collaborate weekly in grade level team meetings as well as staff meetings. Assessments are used to identify students who need to receive additional support. Based on the assessment analysis, struggling students receive structured intervention in dedicated blocks.</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

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy and Mathematics: Use triannual assessment results to identify differentiated instructional groups of students to increase student achievement. All students at the 6th, 7th, and 8th grade levels will continue to be a part of the AVID program and will continue to take rigorous Pre-Algebra and Algebra courses at the 7th and 8th grade levels.	According to our data, the majority of our students consistently meet standards, but we desire to push more students into the exceeds category. With the change in standards, this priority will allow us to focus our instruction on the CCSS Key Ideas and Details. Exposure to AVID and rigorous, advanced mathematics in 6th, 7th, and 8th grades will prepare students for high school, college, and careers.
2	Science and Technology: Revise curriculum maps to use technology and hands-on learning activities to ensure students will retain information by engaging them in meaningful and rigorous instruction.	According to our data, the majority of our students consistently meet standards, but we desire to push more students into the exceeds category. With the change in standards, this priority will allow us to focus our instruction on the CCSS Key Ideas and Details. We will continue to use Technology in order to provide more rigor in subject areas as well as to provide immediate feedback to students and staff.
3	Instructional Development: Provide cross curricular professional development to staff to ensure implementation of a rigorous curriculum.	To implement the new evaluation system and CCSS effectively, it is necessary to provide additional professional development for staff in all areas of instructional practice.
4	RTI: Provide reading and mathematics interventions to students identified on previous end-of-year assessment and monitor progress.	According to our data, the focus group of students in Tiers 2 and 3 will receive additional instructional support to address their deficits in order to improve their academic achievement.
5	Optional	



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Literacy and Mathematics: Use triannual assessment results to identify differentiated instructional groups of students to increase student achievement. All students at the 6th, 7th, and 8th grade levels will continue to be a part of the AVID program and will continue to take rigorous Pre-Algebra and Algebra courses at the 7th and 8th grade levels.	According to our data, the majority of our students consistently meet standards, but we desire to push more students into the exceeds category. With the change in standards, this priority will allow us to focus our instruction on the CCSS Key Ideas and Details. Exposure to AVID and rigorous, advanced mathematics in 6th, 7th, and 8th grades will prepare students for high school, college, and careers.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Research and invest in supplemental nonfiction texts that are aligned to the CCSS.	Instructional Materials	All	Principal	Summer 2012	On-going		
Research and invest in supplemental rigorous mathematical texts that focus on critical thinking strategies.	Instructional Materials	All	Principal	Summer 2012	On-going		
Form data teams, which will analyze assessment data and monitor student progress.	ILT/ Teacher Teams	All	Principal	Summer 2012	On-going		
Use MAP and Common Core assessments to continually determine and revise differentiated instructional student groups.	ILT/ Teacher Teams	All	Principal	Summer 2012	On-going		
Continue and expand (4th - 8th) the AVID program in order to continue our college and career-ready focus and our rigorous curriculum.	Instruction	All	Principal	Quarter 1	On-going		
Update and purchase math and literature textbooks.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Purchase supplemental web-based reading materials for K-8 to enhance the delivery of the instruction in all content areas.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		



**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
Science and Technology: Revise curriculum maps to use technology and hands-on learning activities to ensure students will retain information by engaging them in meaningful and rigorous instruction.	According to our data, the majority of our students consistently meet standards, but we desire to push more students into the exceeds category. With the change in standards, this priority will allow us to focus our instruction on the CCSS Key Ideas and Details. We will continue to use Technology in order to provide more rigor in subject areas as well as to provide immediate feedback to students and staff.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Research and invest in supplemental science programs and materials that are aligned to the CCSS and focus on inquiry and critical thinking.	Instructional Materials	All	Science Team	Summer 2012	On-going		
Form teacher teams, which will analyze science curriculum across grade levels and monitor student progress.	ILT/ Teacher Teams	All	Science Team	Summer 2012	On-going		
Use classroom formative and summative assessments to continually determine student mastery of specific skills and content.	Instruction	All	Teachers	Quarter 1	On-going		
Provide staff with professional development and outside resources to supplement the science lab program.	Professional Development	All	Principal	Quarter 1	On-going		
Purchase iPads to enhance all areas of the curriculum.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Research and invest in a primary science program (FOSS).	Instructional Materials	All	ILT Team	Summer 2012	Quarter 1		
Provide funds for materials and supplies for extra curricular science programs (Science Olympiad)	Instructional Materials	All	Principal	Quarter 1	On-going		
Research the STEM program	After School/ Extended Day	All	Principal	Summer 2012	On-going		



**Strategic Priority 2**






**Strategic Priority 3**








Strategic Priority 4