



2012-2014 Continuous Improvement Work Plan

Albert R Sabin Elementary Magnet School

Fulton Elementary Network

2216 W Hirsch St Chicago, IL 60622

ISBE ID: 150162990252828

School ID: 610342

Oracle ID: 29371



Mission Statement

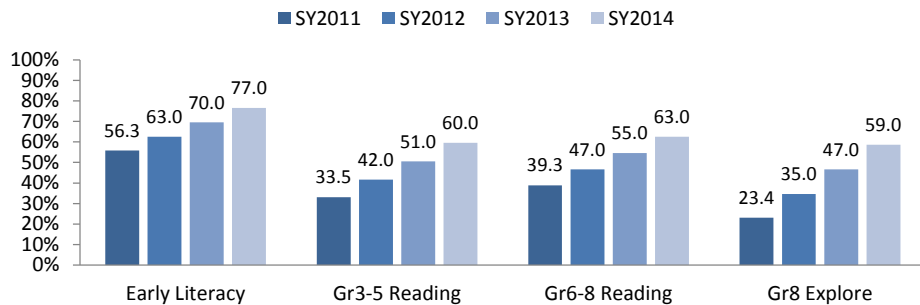
Sabin Magnet Dual Language School inspires our students to have a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. Sabin Magnet is a Dual Language Magnet School that fosters second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. We are committed to addressing the individual needs of each Sabin student through the implementation of a differentiated, innovative and evidenced-based curriculum. We strive to lift the level of all learners and to stimulate enthusiasm for learning through the implementation of the workshop model. We understand and embrace the fact that we are all learners and work to develop everyone's identities as learners and help them apply...

Strategic Priorities

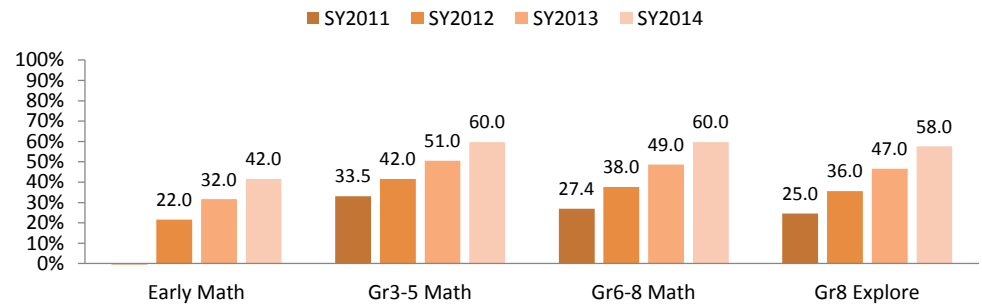
- 1. Lift the reading level of 100% of Sabin students using the workshop model. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.
2. Increase the quality, application and sustained mathematical inquiry of Sabin students using the workshop model as a teaching strategy. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth
3. Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed
4. Continue to develop students' identities as writers so that writing in the content areas is transferable.

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:	Albert R Sabin Elementary Magnet 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
Gwen Kasper	Principal
Linda Montes	Assistant Principal
Mary Green	Other
Yanira Franco	Classroom Teacher
Lynn Freeman	Special Education Faculty
Claire Higgins	Counselor/Case Manager
Corinne Hopkins	Lead/ Resource Teacher
Mercedes Velez	ELL Teacher
Lilly Leon	Support Staff



## 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	56.3	63.0	70.0	77.0	<b>Early Math</b> % of students at Benchmark on mClass	NDA	22.0	32.0	42.0
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	33.5	42.0	51.0	60.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	33.5	42.0	51.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.5	58.0	67.0	76.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	49.5	54.0	59.0	64.0
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	39.3	47.0	55.0	63.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	27.4	38.0	49.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.4	54.0	64.0	74.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	35.5	44.0	53.0	62.0
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	23.4	35.0	47.0	59.0	<b>Explore - Math</b> % of students at college readiness benchmark	25.0	36.0	47.0	58.0



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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> Average daily attendance rate	94.7	95.0	95.0	96.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100						28.1	25.0	23.0	20.0

## 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	69.8	75.0	80.0	85.0		<b>ISAT - Reading</b> % of students exceeding state standards	12.8	20.0	30.0	40.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	78.8	85.0	90.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	18.0	25.0	30.0	40.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	59.1	66.0	73.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	3.0	15.0	20.0	25.0

### 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>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>	<ul style="list-style-type: none"> <li>Grade level teams meet weekly to discuss implementation of curriculum and to analyze student work.</li> <li>Teachers in grades K-8 use on-going assessments (Fountas &amp; Pinell and the reading behavior continuum) to determine students' reading levels. Grades 2-8 use the NWEA as a cross-check for the ongoing F &amp; P work.</li> <li>There is a data wall in the team meeting room and each teacher has a portable data wall for his/her own homeroom.</li> <li>Students meet with teachers and work with parents to develop goal sheets. These include reading, math, and science. As new data is received from NWEA, F &amp; P levels, etc., goal sheets are updated</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>The principal establishes measurable goals for school improvement by reviewing various school-wide data.</li> <li>The principal provides opportunities for teachers and staff to take active roles in data analysis and conversations by allowing time during weekly staff meetings, inviting teachers not part of the ILT to attend, using professional development and grade level time.</li> <li>There have been on-going conversations during ILT meetings, professional development and weekly staff meetings regarding the practice/acceptance/buy-in that each adult at Sabin is responsible for school-wide literacy. Teacher strands/streams have "flushed this out" by recording what the commitment to the school philosophy looks like for teachers, students, parents and administrators.</li> <li>The ILT meets weekly and is responsible for planning professional development based on colleagues' or school-wide needs.</li> <li>Grade level teams meet weekly to discuss implementation of curriculum and to analyze student work.</li> <li>There is a data wall in the team meeting room and each teacher</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>* The ILT meets weekly and is responsible for planning and delivering professional development. They also serve as the data team.</li> <li>* Collegial Accountability Groups are groups of teachers with an ILT member as the leader. They have several grade levels and content areas represented.</li> <li>* Grade level teams meet weekly.</li> <li>* The dual language committee meets weekly and has concluded their book club. They will meet the summer of 2012 to plan professional development for fall, 2012.</li> <li>* The literacy coach is part of the CIWP, ILT, chairs the Rtl team and meets weekly with grade level teams.</li> <li>* Grade level streams meet as needed and during professional development days.</li> <li>* There have been on-going conversations during ILT meetings resulting in SMART goals, professional development and weekly staff meetings regarding the practice/acceptance/buy-in that each adult at Sabin is responsible for school-wide literacy. Collegial accountability groups have "flushed this out" by recording what the school philosophy looks like for teachers, students, parents and administrators.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <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>			<b>4</b>
<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>			<ul style="list-style-type: none"> <li>* The ILT meets weekly and is responsible for planning and delivering professional development. They also serve as the data team.</li> <li>* Collegial Accountability Groups are groups of teachers with an ILT member as the leader. They have several grade levels represented in each of these groups. These groups meet bi-weekly to gather information for or share information from the ILT. These groups have also convened during professional development days.</li> <li>* During ILT meetings, teachers analyze student work to help drive decisions regarding planning, professional development and for allocating resources. These decisions in turn impact individual teacher support or school-wide initiatives.</li> <li>* The ILT spends part of their time reflecting on their practices and determining their own "next steps".</li> </ul>
<p><b>Monitoring and adjusting</b> -----&gt;</p> <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>			<b>3</b>
<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>			<ul style="list-style-type: none"> <li>* Data is shared with the entire school as it received. Teachers discuss their own data during weekly grade-level team meetings.</li> <li>* F &amp; P levels and NWEA assessment information help drive instructional goals for students.</li> <li>* The ILT uses data received from the network and compares it with that of our in-house data. Teachers also use their portable data walls and look to see where network and their own data meshes.</li> <li>* Conversations take place bi-monthly at staff meetings in Collegial Accountability Groups which are led by an ILT member. These</li> </ul>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Teachers in grades K-5 use the <i>Everyday Math</i> materials and follow its scope and sequence.</li> <li>All teachers are implementing Lucy Caulkin's Writer's Workshop and Reader's Workshop. They follow the Units of Study.</li> <li>Because the workshop model addresses each student's reading and writing ability, the work is differentiated and accommodates all learners including ELLs, special education and gifted students. This strategy will also help us meet the requirements of the Common Core standards.</li> <li>There are no basals for reading or writing. We have purchased text sets and have a leveled library which is being expanded each year as funds become available.</li> <li>We are in the process of purchasing non-fiction sets to use in social science and science.</li> <li>Currently, each teacher has a class library and students choose books using their interests and readability level.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Lucy Caulkin's Writer's Workshop and Reader's Workshop are aligned with standards.</li> <li>Because the workshop model addresses each student's reading and writing ability, the work is differentiated and accommodates all learners including ELLs, special education and gifted students.</li> <li>The math materials used do have modifications included in their packaging.</li> <li>We are in need of more titles in Spanish, books that show authentic culture and titles that are written by Spanish authors. The</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>* F &amp; P levels (gr. K-8) and NWEA (gr. 2-8) are used for reading.</li> <li>* Each teacher maintains a portable data wall which shows the progress of their students through the Fountas and Pinell reading behavior continuum. These are compared to NWEA data. As outliers are identified, teachers plan targeted instruction for these students as well as for the rest of their children.</li> <li>* NWEA data is used for grades 2-8 in math, reading and science.</li> <li>* Teachers use the benchmark assessments that are included with <i>Everyday Math</i> and <i>Math Thematics</i>. These are also compared with NWEA.</li> <li>* Following each assessment, students work with their teachers and record their data on their goal sheets. Students in K-8 have a copy of their goal sheet, a copy that has gone to parents and one that is kept by the teacher. Students in grade 2-8 have NWEA data included on their goal sheets.</li> <li>* All students produce work that is then analyzed at grade level team meetings.</li> <li>* As needed, students test with bilingual or special education</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>* Teachers who are demonstrating fidelity to the workshop model use mini lessons with explicit "teaching points" as their communication tool for engaging students in their own learning .</li> <li>* During conferring, teachers engage students in conversations that include both low and high level questioning.</li> <li>* The workshop model is being implemented in each curriculum area to varying degrees. Teachers are learning this practice and understand the value of it in meeting the needs of each student.</li> <li>* The workshop model naturally scaffolds instruction so students can access complex concepts presented at their instructional level.</li> <li>* Teachers use formative assessments to plan instruction and monitor students' progress.</li> <li>* We will begin curriculum mapping aligned to the Common Core in the summer and fall of 2012.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>The RTI team meets as needed after a teacher has identified a student in need. Because we use the workshop model, instruction is already differentiated for each individual student.</li> <li>Teachers use formative class assessments to gauge student's progress towards goals.</li> <li>Students that are not making gains as expected may be referred for further diagnostic testing. As there are special education teachers as part of the RTI team, these teachers can do the diagnostics.</li> <li>Sabin does not have the human capital to do push-in/pull-out support by specialists. Only students who are already identified receive push-in or pull-out services from a special education teacher.</li> <li>Interventions are closely monitored by the Instructional Coach who also serves as the RTI lead teacher. Information is shared with the ILT, but the RTI team leads the direct work with teachers who are implementing strategies for students not at level.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Professional development in the workshop model will continue for the 2012-2013 school year. We will continue to have discussions about school-wide accountability for the literacy of all students.</li> <li>Content area teachers will continue to implement the workshop model and will be supported by the Instructional Coach.</li> <li>The ILT helps plan and deliver professional development based on teachers' needs. We use professional development days and regular school days.</li> <li>During regular school days, teachers are afforded the opportunity to participate in labsites.</li> </ul>	

### 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>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>	<ul style="list-style-type: none"> <li>Teachers are required to meet with the Instructional Coach and/or other administrators on a weekly basis. During these meetings, student work is analyzed to help drive planning. Also, formative assessments are viewed as progress monitoring data so that resources can be allocated.</li> <li>Sabin teachers share responsibility for student learning regardless of job assignment. We currently are discussing ways that content literacy is supported on a regular basis in all content areas including PE, art, music, and media.</li> <li>We practice an inclusion model with our special education students as much as appropriate. For the 2012-2013 school year, students will remain with their regular program teacher for reading and writing. The special education teachers will push-in/pull-out to support the teaching point. This will translate into team teaching situations.</li> <li>Collegial Accountability Groups are groups of teachers with an ILT</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>New teachers are supported directly by the instructional coach.</li> <li>Teachers are able to attend professional development that is offered every Thursday. This is differentiated based on the needs of the teacher and is presented by the Instructional Coach.</li> <li>Observations are done by the principal, assistant principal and the instructional coach. Based on these, teachers in need of support and those who are leaders are identified. In turn, the administration meets with teachers and sets up labsites. (Visits)</li> <li>The ILT offers support via collegial accountability groups. Grade level teams support one another as do grade level streams. (Peer coaching)</li> <li>Labsites are used as professional learning within and between grade level bands. Substitutes cover classes so teachers may plan, other teachers observe, and so that there is time to de-brief.</li> </ul>	

### 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>2</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>	<ul style="list-style-type: none"> <li>Sabin teachers have high expectations for all students. Embracing the workshop model has allowed teachers to ensure differentiated instruction and meeting individual needs. Student voice comes through the workshop model because each teacher knows the functioning levels of each of his/her students.</li> <li>We are no longer basal-driven and teachers seek input from one another in how to make their workshop practices better. As this is still new, we are working on honing our craft.</li> <li>Addressing individual student needs ensures that each may grow and reach their potential but at different rates. Our focus is on</li> </ul>	
	<b>Relationships</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Students have support from all staff in achieving their goals.</li> <li>Special needs students are integrated in both physical and social aspects of the school.</li> <li>All teachers have participated in the Positive Discipline training provided by the instructional coach and assistant principal.</li> <li>This approach helps students take ownership for their actions with an emphasis on choices. The basis for the program is that we take the time to teach acceptable, appropriate behavior and reactions to children when all is going well so that when misconducts occur, students can rely on their "Wheel of Choice" to make better decisions.</li> <li>We are working to rebuild the dual language stream. The new administration has taken this on as a priority. The Dual Language</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>Each teacher has undergone the Positive Discipline training and has a Wheel of Choice in class.</li> <li>Teachers use redirection, choice and maintain "cool out" areas within their classrooms.</li> <li>Teachers have a buddy room to send students to when in class cool-off has not helped correct misbehaviors.</li> <li>As needed, the in-school suspension room is utilized as an alternative to out-of-school suspensions.</li> <li>We use the CPS Code of Conduct book as a guide</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Teachers send a monthly newsletter by the fifth of each month. The principal send a monthly newsletter the third week of the month. Both of these are in English and Spanish and are posted on our website.</li> <li>The LSC and PAC meet on a monthly basis. The principal attends both of these meetings.</li> <li>During Report Card pick-ups, Open House and other announced gatherings, data is shared with parents in regards to grade-level expectations.</li> <li>Student data sheets are copied and sent to parents.</li> <li>Sabin is a Magnet school. Most parents have made the choice to transfer their child(ren) here. As needed, we supply information and offer support to those families who leave.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Teachers send a monthly newsletter by the fifth of each month. The principal send a monthly newsletter the third week of the month. Both of these are in English and Spanish and are posted on our website.</li> <li>Teachers respond to notes sent via CPS' Impact system as well as calls, e-mails and hand delivered notes from parents.</li> <li>Teachers contact and meet with parents as needed.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>The LSC and PAC meet monthly. The principal attends these. In addition, the PAC hosts weekly training sessions and a bi-monthly evening training session to engage parents.</li> <li>In 2011-2012, Sabin has hosted: Countless sporting events, Literacy Night, Math Night, Science Fair, winter assembly, after school showcase, Dia del Nino, and Luna Negra Dance company. Before the school year is over, there will be a talent show, field day and one more after school showcase.</li> <li>The principal has attended BAC meetings.</li> <li>A part time parent/community liaison has been hired. This position will be full-time next school year. She will coordinate a series of</li> </ul>	



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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>* The counselor leads the outreach to parents and families. Some counseling has been done in-house while others have been referred to outside agencies.</li> <li>* School provides referrals for social service agencies and related services to meet the needs of our students.</li> <li>* The school conducts various health screening opportunities for</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</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>	<ul style="list-style-type: none"> <li>* We provide information for high school planning via flyers, our website, and parent meetings. We also host a high school fair and invite neighboring schools to participate.</li> <li>* The counselor provides assistance with high school applications.</li> <li>* Our website has links to suggested book titles, test-taking</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>* Sabin has a rigorous curriculum because we use the workshop model and focus on student growth.</li> <li>* We need to work on having more, deeper conversations and experiences so that all students leave with career aspirations and goals.</li> </ul>		
<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>	<ul style="list-style-type: none"> <li>* We partner with Columbia College for our after school programming. In the past two years, we have received no funding from CPS for the Community School's Initiative and have had to rely on greatly reduced funding source. Because of this, we cannot afford</li> </ul>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>* 8th grade students are preparing for the Explore test.</li> <li>* Goal sheets are used so that students can monitor their progress based on NWEA results and Fountas &amp; Pinell data in reading, math and science.</li> </ul>	
	<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>	N/A	
<b>Transitions</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>* Kindergarten orientation occurs the first day of school.</li> <li>* Parent meetings for 3rd, 6th and 8th grade are mandatory at the beginning of the year and are repeated again after Open House to ensure parents understand the promotion policy.</li> <li>* The counselor meets with each 3rd, 6th and 8th grade homeroom to discuss the promotion policy.</li> </ul>	



### 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>2</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>	<ul style="list-style-type: none"> <li>* The school has allocated discretionary resources aligned to the needs and are focused on improving student achievement.</li> <li>* We need assistance in engaging the community to help support our goals. Because more than 90% of our students come from outside the Wicker Park community, the community has not been actively engaged in helping us raise funds.</li> <li>* The sports teams and clubs fund raise for uniforms, equipment and supplies on their own to help off-set costs of those programs.</li> <li>* A school and community relations person has been hired to assist in developing partnerships.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>* There is a resume reading team and an interview team which consists of the principal, assistant principal, instructional coach, counselor, special education or bilingual lead and at least two other teachers. Priority for teachers is given to those who have taught the grade/position being interviewed for or who currently teach in that band.</li> <li>* We have a relationship with several universities and alternate certification programs to assist us in recruiting candidates. If a student teacher has had a successful experience at Sabin (based on admin. observation and teacher recommendation) we interview that person first.</li> <li>* Candidates are interviewed and when possible, are asked to present/teach a lesson to students. Portfolios are accepted but not required. References are checked.</li> </ul>	
<b>Use of Time</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>* The school designs schedules based on the needs of students and for teacher collaboration.</li> <li>* Grade level teams have at least one common prep per week and common lunch periods all week.</li> <li>* As needed, grade level bands meet before/after school. They are also allotted time during professional development days.</li> <li>* Primary has an uninterrupted block for at least two hours at the beginning of the day for literacy instruction.</li> </ul>	

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

Sabin Magnet Dual Language School inspires our students to have a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. Sabin Magnet is a Dual Language Magnet School that fosters second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. We are committed to addressing the individual needs of each Sabin student through the implementation of a differentiated, innovative and evidenced-based curriculum. We strive to lift the level of all learners and to stimulate enthusiasm for learning through the implementation of the workshop model. We understand and embrace the fact that we are all learners and work to develop everyone's identities as learners and help them apply their understanding to new situations. We use predictable structures to reinforce independence, participation and ownership of one's own learning. Sabin graduates have a drive for

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Lift the reading level of 100% of Sabin students using the workshop model. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA & BAS F&P levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in all content areas all students will demonstrate literacy growth. Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.
2	Increase the quality, application and sustained mathematical inquiry of Sabin students using the workshop model as a teaching strategy. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA Math levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in Math, all students will demonstrate growth in their mathematical literacy, technical language, mathematical inquiry and application Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.

3	<p>Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.</p>	<p>Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets. RATIONAL: NWEA science levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in Science, all students will demonstrate growth in their scientific literacy, technical language and application of scientific inquiry. Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform instruction. We scored our school a "2" and believe that by enabling teachers to be proficient in managing their own intervention strategies, students in their care will thrive. We did not make AYP in 2011. We are below growth target according to NWEA which is correlated to the Common Core.</p>
4	<p>Continue to develop students' identities as writers so that writing in the content areas is transferable.</p>	<p>Students need to identify themselves as mathematicians, scientists and social scientists through their writing, applying and using appropriate language, voice and context in each curriculum area.</p>
5	<p>Optional</p>	

### 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
Lift the reading level of 100% of Sabin students using the workshop model. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA & BAS F&P levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in all content areas all students will demonstrate literacy growth. Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using assessment, good pedagogy and content knowledge to inform

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
* Continue our work in the implementation of the workshop model so that teachers can provide interventions to students in targeted curriculum areas through scaffolding, conferring, guided and independent practice, running records. * Provide professional development for implementing Common Core aligned to literacy instruction delivered by teacher leaders and supported by the instructional coach, ILT and high quality texts.	Professional Development	All	Instruction coach, ILT, ISL	Quarter 1	On-going		



Strategic Priority 1




### Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase the quality, application and sustained mathematical inquiry of Sabin students using the workshop model as a teaching strategy. This strategy differentiates instruction and enables teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	NWEA Math levels provide specific individual strengths and areas for growth for each child. Used along with daily assessment data to inform daily teaching in Math, all students will demonstrate growth in their mathematical literacy, technical language, mathematical inquiry and application Student learning will be directly impacted by building the capacity of all stakeholders in being more expert in reflection and goal setting, using

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
* Continue our work in the implementation of the workshop model so that teachers can provide interventions to students in math through scaffolding, conferring, guided and independent practice, running records. * Provide professional development for implementing Common Core aligned to math instruction delivered by teacher leaders and supported by the instructional coach, ILT and math committee. Using NWEA and benchmark assessments aligned with the common core, we will be able to monitor student growth.	Professional Development	All	Instruction coach, ILT, math committee, ISL	Quarter 1	On-going		



**Strategic Priority 2**




### Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets.	Increase the quality and application of scientific inquiry and domain specific knowledge for all Sabin students using the workshop and inquiry models. These models differentiate instruction and enable teachers to meet the needs of each student regardless of special education, ELL or gifted status. This will enable us to meet or exceed our growth targets. RATIONAL: NWEA science levels provide specific individual strengths and areas for growth

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
* Continue our work in the implementation of the workshop model so that teachers can provide interventions to students in science through scaffolding, conferring, guided and independent practice, running records. * Provide professional development for implementing Common Core aligned to science instruction delivered by teacher leaders and supported by the instructional coach, science committee and ILT. By including performance assessments, student growth will be evident in grades K-8 and not just in ISAT benchmark grades of 4th and 7th.	Professional Development	All	Instruction coach, ILT, science committee, ISL	Quarter 1	On-going		





**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Continue to develop students' identities as writers so that writing in the content areas is transferable.	Students need to identify themselves as mathematicians, scientists and social scientists through their writing, applying and using appropriate language, voice and context in each curriculum area.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
* Continue to develop students' identities as writers so that writing in the content areas is transferable. * Students who are good writers become good readers.	Instruction	All	All teachers	Quarter 1	On-going		



## Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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