



Mission Statement

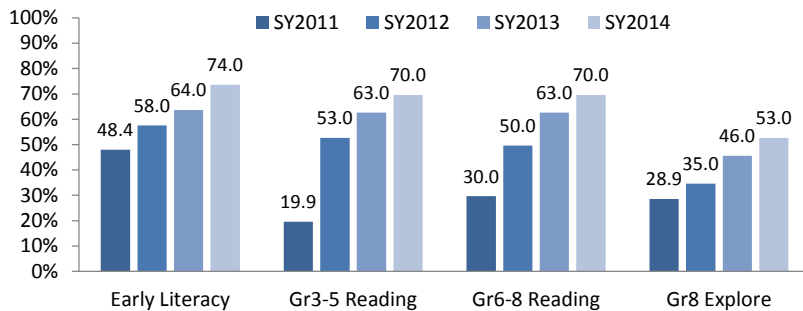
At Dr. Jorge Prieto Math and Science Academy we will graduate young scholars who actively inquire and participate in a changing global society. Prieto Scholars will develop a greater appreciation and understanding of their community and environment. Life long learning skills will be enhanced by a way of a concentrated math and science program combined with best practices in literacy.

Strategic Priorities

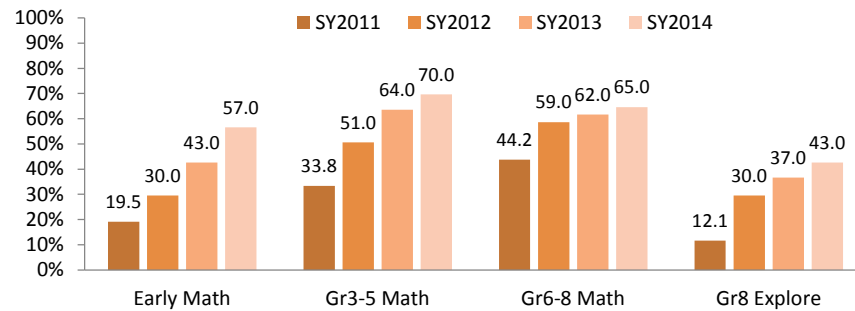
1. Integrate literacy skills and reading strategies throughout instruction in all content areas to address CCSS so that 70% of scholars are reading at/above grade level as reflected on BAS and NWEA.
2. Increase the amount of non-fiction text used for instruction, both mono-lingual and bilingual, to address inquiry and higher order thinking skills to improve number of scholars exceeding standards on ISAT so that 25% of scholars are exceeding reading standards.
3. Implement a school wide writing assessment to allow for mapping of writing skills needed at each grade level.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name

To get started, please select your school's name from the drop down list:

Dr Jorge Prieto Math and Science

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
Mariel Laureano	Principal
Amber Richard	Assistant Principal
Jennifer Saylor	Other
Aubrey Perlee	Classroom Teacher
Mayte Arreguin	ELL Teacher
Leslie Monk	Classroom Teacher
Patricia Filippone	Support Staff
Maria Rosario	ELL Teacher
Char Seiverling	Special Education Faculty
Daniel Gray	Classroom Teacher
Kimberly Duda	Support Staff
Erica Schomer	Special Education Faculty

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	48.4	58.0	64.0	74.0		Early Math % of students at Benchmark on mClass	19.5	30.0	43.0	57.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.9	53.0	63.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	33.8	51.0	64.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.1	62.0	65.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.0	61.0	64.0	67.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.0	50.0	63.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.2	59.0	62.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.8	60.0	63.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.9	60.0	63.0	66.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	28.9	35.0	46.0	53.0		Explore - Math % of students at college readiness benchmark	12.1	30.0	37.0	43.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.7	95.0	96.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	7.0	7.0	6.5	6.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	59.7	70.0	75.0	80.0		ISAT - Reading % of students exceeding state standards	8.6	11.0	17.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	76.9	80.0	85.0	92.0		ISAT - Mathematics % of students exceeding state standards	14.6	20.0	32.0	40.0
ISAT - Science % of students meeting or exceeding state standards	63.0	75.0	83.0	88.0		ISAT - Science % of students exceeding state standards	3.2	9.2	15.0	22.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Comments derived from school wide survey reflect that 75% of teachers agree that there is a clear theory of action in place that identifies school's needs based on results of assessments that hone in on scholars who are below grade level in reading and math.	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	Results of survey for for each category show that 90% of staff agree that there are strong systems in place to support learning, instruction and families. Staff comments state that there is strong communication along with a clear vision. Principal meets with teachers individually at the beginning of the year to set goals. Goals are revisited during informal and formal observations. Principal also aligns coaches to meet the needs of teachers and support instruction as needed.	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>2</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teacher survey reflects that not all teacher's feel as though there is equity of voice at grade level and whole staff meetings. Protocols and norms for meetings need to be revisited so that all staff members have the opportunity to participate and share out during meetings. A balance of participation also needs to be worked out so that there is a variety of teacher representation on different committees.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			1
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Only 60% of teachers agree that the ILT has a strong instructional voice. The ILT is still developing as a decision making committee. We have currently worked on completing "tasks" and will use the summer to align our professional development to our CIWP. There are regular meeting times and days set for the ILT. The agendas need to be much more concise so that we maintain focus. Team norms and protocols also need to be revisited so that there is equity of voice.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teacher survey reflects that teacher teams are analyzing data during grade level meetings. Each grade level has a protocol and form to document what sets of data was analyzed, impact on instruction and next steps. The data analysis still needs to carry over to the ILT agenda so that there is a constant flow and follow through on next steps.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Teacher feedback reflects a need for time on curriculum mapping using CCSS. Time is also needed for vertical team planning and sharing of curricular units. The additional 75 minutes provided for PD on next year's calendar will be used for these opportunities.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Inventories of classroom, school library and leveled library show a need for more resources/books for our bilingual scholars.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teacher responses indicate that a streamlined process for making data available immediately following assessments for teacher teams to analyze and develop next steps is in place. We have developed tools to categorize performance levels and to help determine next steps. We are working on making this information a much more public part of who we are as a learning community.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>95% of teacher's surveyed agree or strongly agree that there is a variety of instructional strategies implemented across grade levels and communication is reflective and ongoing. All of our professional development this year was centered around inquiry and questioning strategies and was evident during principal's observations both formal and informal.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Majority of teachers agree that there is a systematic approach for selecting scholars receiving interventions. However, 49% disagree that the ILT has a system for monitoring students receiving interventions.</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>36% of teachers disagree that the school has a method for monitoring the effectiveness of all professional development while 20% disagree that the school wide structures ensure that professional development is relevant to teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>The progress monitoring assessment component appears to be an area of growth as 37% of teachers feel that a better system is needed for monitoring scholars receiving interventions. 90% of teachers agree that teams have ownership and are supported and inclusive of SPED and ELL.</p>	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>74% of teachers disagree that there is an individual coaching plan in place. 50% disagree that professional development sessions are tailored to their individual needs.</p>	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->				3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Need to move toward EVERY instead of most.		
	Relationships ----->				3
<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	75% of teachers agree that every scholar has an adult advocate in the building. There is feeling of inclusion and mutual respect among adults and students in the building.			
Behavior & Safety ----->				3	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment. 	<p>92% of staff agree that there is a safe and welcoming school environment. Work toward a 4 will include streamlining behavioral intervention approach.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	90+% of staff agree that there principals and teachers provide clear information and expectations to families through coffee talks, parent university and family nights.	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child’s learning at home, but also so that school staff can learn from the families about their child’s strengths and needs. 	98% of teachers agree that there is ongoing two way communication.	
	Bonding ----->			3

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	Typical School	Effective School	Evidence	Evaluation
DIME	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>95% agree that there is a welcoming environment with principal providing opportunities for teacher's to feel empowered as well as opportunities for family engagement. Teachers have an active voice on the ILT, grade levels and during staff meetings. There is a constant flow of communication through week's happenings, grade level forms and principal involvement at grade level meetings. Work for upcoming year will include constant inspection of expectations from principal in respect to grade level meeting protocols.</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	23% of teachers disagree that intensive outreach occurs in the form of home visits and outside agencies.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	37% of teachers do not agree that we provide opportunities for our scholars to be exposed to college and career choices.	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	75% of teachers agree/strongly agree. Moving toward a 4 we need to implement different supports for planning and preparation through greater access to choices.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	To move to a 4 teachers agree that there is a need for greater equity and exposure to enrichment activities.		

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Growth area indicated as needing to embed in curriculum across grade levels.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	95% of teachers agree the systems are in place to ensure effective transitions from grade to grade. There is vertical team planning that occurs with a focus on data and next steps for the particular cohort. Scholars also have an opportunity to meet the next grade level teacher before leaving for summer break. In addition all scholars are set up with a summer read packet that includes a mix of fiction and non-fiction reads to prepare for the upcoming grade. Math packets to support skills needed are also sent home. There is then a mid-summer check-in where all scholars come together with their	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	25% disagree. We need to improve on looking at outside funding sources. We will continue to reach out to local businesses for supports with PBIS incentives. We will work to increase the number of grants awarded to the school.		
	Building a Team ----->				3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Growth needed in identifying teacher expertise to address needs by grade level. School has strong hiring process in place with a 3 round process which includes a data analysis round and a sample lesson requirement. Teachers are part of the hiring process as it pertains to their grade level. As we move forward with new framework teachers will have individual growth plans in place for teachers to ensure that all areas of growth and expertise are addressed.		
Use of Time ----->				2	

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Growth to better align special education staff time and interventionists time with grade level planning time.</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

At Dr. Jorge Prieto Math and Science Academy we will graduate young scholars who actively inquire and participate in a changing global society. Prieto Scholars will develop a greater appreciation and understanding of their community and environment. Life long learning skills will be enhanced by a way of a concentrated math and science program combined with best practices in literacy.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Integrate literacy skills and reading strategies throughout instruction in all content areas to address CCSS so that 70% of scholars are reading at/above grade level as reflected on BAS and NWEA.	Analysis of BAS indicates that only 28% of scholars are reading at or above grade level and scantron data shows that 20% of 3rd - 5th graders are at/above grade level while 30% of 6th - 8th graders are at/above grade level.
2	Increase the amount of non-fiction text used for instruction, both mono-lingual and bilingual, to address inquiry and higher order thinking skills to improve number of scholars exceeding standards on ISAT so that 25% of scholars are exceeding reading standards.	ISAT data shows that only 8.5% of scholars are exceeding state standards.
3	Implement a school wide writing assessment to allow for mapping of writing skills needed at each grade level.	Based on DWVA we are not graduating proficient writers.
4	Optional	
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
Integrate literacy skills and reading strategies throughout instruction in all content areas to address CCSS so that 70% of scholars are reading at/above grade level as reflected on BAS and NWEA.	Analysis of BAS indicates that only 28% of scholars are reading at or above grade level and scantron data shows that 20% of 3rd - 5th graders are at/above grade level while 30% of 6th - 8th graders are at/above grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inventory class sets of book selections in both spanish and english	Instructional Materials	All	Teacher Teams and Principal/AP	Summer 2012	Summer 2012		Increase number of guided reading sets for scholars to access during small group instruction and independent reading.
Establishing differentiated literacy classes for whole group instruction (version of walking reading used for extended day).	Instruction	All	Teacher Teams with principal and AP	Summer 2012	Quarter 1		
Create curriculum mapping for social studies to incorporate literacy skills in content area	Instruction	All	Teacher teams and coaches	Summer 2012	On-going		
Coordinate scheduling of 75 minute professional development sessions and grade level meetings to include resource, bilingual and special education teacher collaboration	Professional Development	All	Principal	Summer 2012	Summer 2012		
Analyze BAS data four times a year at grade level and vertical levels to adjust/guide instruction.	Instruction	All	Teacher Teams with principal and AP	Summer 2012	On-going		Purchase materials and create magnetic data wall for each scholar at each grade level with check points every 5 weeks.
Schedule interventionists and non-classroom teachers to support inquiry and co-teaching models	Instruction	All	Principal	Summer 2012	On-going		Provide summer PD for co-teaching model implementation. Workshops will be provided once a month where teachers serve as PD leads for co-teaching model.
Provide professional development for implementation of content area literacy skills.	Professional Development	All	Principal/coaches/teacher teams	Quarter 1	Quarter 2		



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 amount of non-fiction text used for instruction, both mono-lingual and bilingual, to address inquiry and higher order thinking skills to improve number of scholars exceeding standards on ISAT so that 25% of scholars are exceeding reading standards.	ISAT data shows that only 8.5% of scholars are exceeding state standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create inquiry kits categorized by topic with a variety of reading levels and other media/resources for whole class and small group inquiry research	Instructional Materials	All	Teacher teams and coaches	Summer 2012	Quarter 4		
Increase number of books available for check out in our school library to address both bilingual and mono-lingual scholars' needs for both fiction and non-fiction.	Instructional Materials	All	Library Specialist/ILT	Summer 2012	On-going		Continue to work on resources and inventory at the end of each quarter to determine needs based on upcoming units.
Purchase additional iPads for scholars to access and have opportunities to interact with and use technology	Equipment/Technology	All	Technology coordinator/Principal	Summer 2012	On-going		Principal and AP will monitor use of purchased online resources during formal/informal observations and lesson plan check-ins.
Analyze BAS/NWEA data and create instructional next steps for scholars	Instruction	All	Classroom teacher/Principal/coaches	Quarter 1	On-going		Monitor every 5 weeks.
Provide tiered enrichment opportunities for scholars to enhance skills at higher levels	Instruction	Other student group	Classroom teachers	Quarter 1	On-going		Principal, AP and coaches will monitor progress as indicated on tools created for RTI
Use variety of online resources for greater access to non-fiction text.	Instruction	All	Classroom Teachers	Quarter 1	Quarter 4		Principal and AP will monitor use of purchased online resources during formal/informal observations and lesson plan check-ins.



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
Implement a school wide writing assessment to allow for mapping of writing skills needed at each grade level.	Based on DWWA we are not graduating proficient writers.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a consistent strategy for solving extended response questions that is vertically aligned throughout grade levels.	Instruction	All	Teacher Teams/Principal/AP/coaches	Summer 2012	Quarter 1		Milestones set for each quarter so that there is a gauge on how scholar's are progressing.
Vertically align grammar standards used from common core so each grade level has clear expectations set for grammar	Instruction	All	Teacher Teams/Principal/AP	Summer 2012	Quarter 4		Determine final scope and sequence by end of 4th quarter after analyzing needs every 5 weeks.
Create a skills assessment aligned with CCSS for all grade levels	Instruction	All	Teacher Teams	Summer 2012	Summer 2013		Complete needs analysis every 5weeks.
Create continuum for skills to be taught at each grade level	Instruction	All	Teacher Teams	Summer 2012	On-going		Complete at close of each quarter and reconvene for re-planning summer 2013
Provide professional development for teachers to be able to implement writing across content areas	Professional Development	All	Principal	Summer 2012	Quarter 4		Use 75 minute PD times as well as summer PD planning to provide this support

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

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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