

Mission of Prescott School

The mission of Prescott School is to nurture creative minds and caring hearts that contribute significantly to their communities, through: rich and rigorous academic experiences that are tailored to individual needs, divergent thinking and artistic expression, work in collaborative teams, and supportive partnerships.

Vision of Prescott School

Prescott School envisions a caring community of learning that encourages and supports children:

- to take intellectual risks,
- to take personal responsibility for decisions,
- to value others and honor diversity,
- to critically analyze and interpret information,
- to find their individual paths to success and to contribute to the greater good,
- to be stewards of the planet, and
- to develop their whole person, so that all students attend college-preparatory high schools on their way to university enrollment and life-long learning.

Purpose of Prescott 2021

The strategic plan *Prescott 2021* brings our community together to answer these questions.

- **Who do we want our 8th graders to be?**
- **What does the journey of PreK-8th grade look like?**
- **What are our roles as students, parents, teachers, staff, and partners to support our students' journey and arrival to 8th grade?**

Prescott 2021 serves as a map to guide the work of the Prescott School community, parents, and partners over the next five years. With the achievement of *Prescott 2021*, our students' learning will embody our mission and vision. Academics, social-emotional learning, physical growth, arts growth, and moral growth provide lenses through which the Prescott community can view the realization of this strategic plan. *Prescott 2021* embraces parents as our children's first teachers as we collaboratively move forward toward our children's success.

Strategies

<p>1. How do students show mastery at high levels in 2021? ...in Science content and thinking scientifically? ...in Social Emotional Learning and learning right from wrong? ...in Social Studies and thinking like a historian/ economist/ ethnographer/ geographer? ... in visual arts, PE, and wellness? ... in mathematical problem-solving? ...by increasing teacher and staff capacity</p>	<p>2. What do we envision our learning facilities looking like in 2021? 3. How can we create financial stability by 2021?</p> <p>2019-20 summary of initiatives</p>
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How do students show mastery of learning in science content and thinking as a scientist and engineer?

- Answered question through science and engineering instructional overhaul: [Prescott K-8 Science & Engineering units scope & sequence](#)

INPUTS	OUTPUTS	IMPACTS
<p><i>what resources go into a program</i></p>	<p><i>what is produced through those activities</i></p>	<p><i>the changes or benefits in students that result from the program</i></p>
<ul style="list-style-type: none"> ● Teachers, staff, and students understand Next Generation State Standards (NGSS) ● Teachers define “scientific thinking” for PreK-8th grade ● Teachers analyze NWEA and state science assessments to map them to NGSS ● Teachers develop a scope and sequence PreK-8th grade ● Teachers inventory current science materials ● School purchases deficient materials ● Teachers align current science materials to scope and sequence ● Teachers and staff develop corresponding age-appropriate language for each grade level ● Parent and family involvement <ol style="list-style-type: none"> a. Curriculum Night science information b. Family Science Night c. Engaging children in scientific or engineering thinking ● Develop and implement a technology/computer skills curriculum ● Integrate 21st Century Skills, such as growth mindset, self-management, self-efficacy, and social awareness, into 	<ul style="list-style-type: none"> ● Students will experience comprehensive scientific inquiry throughout their elementary school career ● Students will develop appropriate science language ● Students will construct an understanding of scientific concepts through investigations and analyses ● Students and teachers will have science materials readily available ● Students’ scientific knowledge is regularly monitored throughout the school year ● Parents will participate in the annual Family Science Night ● Develop a technology/computer skills scope & sequence, including assessments ● Parents will engage students in the big questions of each unit and/or scientific or engineering thinking ● Create menu of ways for alumni to contribute to student learning in science ● Higher performing students lead to broader awareness and eligibility to scholarships such as the Daniel Murphy 	<ul style="list-style-type: none"> ● Students will meet or exceed grade level expectations on a district or state-provided standardized assessment aligned with NGSS (none exists as of 7/2016) ● Students will demonstrate mastery of content and scientific thinking and engineering thinking via end-of-unit assessments, lab reports ● Students internalize and use amply vocabulary that reflects science content, scientific thinking, and engineering thinking. ● Students will collaborate with peers as they engage in scientific and engineering thinking and learning. ● Students will exhibit growth mindset, self-management, self-efficacy, and social awareness, as per the CORE survey. ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Greater opportunities for students to attend high schools with high graduation rates and high college persistence rates

<p>other areas and infuse across subject disciplines. See CORE SEL definitions and CORE site</p> <ul style="list-style-type: none"> • Develop capstone process and project menu, including science & engineering options, for grades 5-8 • Ensure that after-school programs involving science and engineering align with NGSS <p>Timeline: Dec, 2015-Aug, 2017 Annual budget: \$5,000 One-time purchases: \$25,000</p>	<p>and ongoing database of alumni attending college</p>	
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How do students show mastery of knowing right from wrong as well as social-emotional skills, such as self management, growth mindset, self-efficacy, and social awareness?

7/2020 update

- + [SEL logic model_Prescott_19/20](#)
- + SEL Team created and met to discuss logic model and next steps
- + Adult SEL
- + Student SEL
- + Answering the question: How do we know that all students have achieved SEL competencies?

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> ● Integrate 21st Century SEL Skills, such as growth mindset, self-management, self-efficacy, and social awareness, into other areas and infuse across subject disciplines. See CORE SEL definitions and CORE site ● Define SEL learning goals across PreK-8th grade via Responsive Classroom and other sources; this includes expectations of manners, polite and conversational interaction, and anti-bullying strategies ● Develop capstone process and project menu, including science & engineering options, for grades 5-8 ● Ensure that after-school programs involving science and engineering align with NGSS ● Define age-appropriate logical consequences 	<ul style="list-style-type: none"> ● A safe, challenging, joyful learning environment as evidenced by <i>5 Essentials</i> survey of teachers and 6-8th grade students ● Executive Function (ability to self-monitor, overcome obstacles, persist) ● Students who solve problems ● Chart/menu (action→ LC; organize by “taking care of self, taking care of others, taking care environment) of age-appropriate logical consequences PreK-8th grade (also share with parents at Curriculum Night) ● Students who interact positively as evidenced in <i>5 Essentials</i> survey of teachers and 6-8th grade students ● Community-building within the classroom and school-wide ● Families feel supported as evidenced in <i>My Voice, My Survey</i> parent survey ● Strong classroom and school community as 	<ul style="list-style-type: none"> ● Children equipped with problem-solving, high-order thinking skills, age-appropriate social skills and executive functioning ● Increased 5Essentials results on student survey regarding safety ● Decrease in referrals for student inappropriate behavior ● Decrease in Misconducts that result in in-school and out-of-school suspensions ● Students will demonstrate mastery in different ways ● Students will exhibit growth mindset, self-management, self-efficacy, and social awareness, as per the CORE survey. ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Greater opportunities for students to attend high schools with high graduation rates and high college persistence rates

<ul style="list-style-type: none"> ● Identify formative and summative assessments to measure individual student SEL growth, such as a SEL student and teacher survey-- review ● Develop a scope and sequence for social-emotional learning ● Seek out additional resources for middle school students ● Continued training for current staff ● Provide Responsive Classroom training to parents and new staff ● Provide Responsive Classroom training to students new to Prescott ● Implementing home visits ● Establish quality and consistent long-term social work ● Parent and family presentation on RC (P.Lindsey early in SY) ● Parent and family presentation on use of technology to build relationships ● Differentiating SEL expectations PreK-8th grade (e.g., 8th graders who take the CTA but are expected to walk in hallway like Kindergartners) ● How to build community and relationships pro-actively to avoid malicious “drama” ● Using technology appropriately in relationship-building-- Facetime, Facebook, snapchat, google hangouts, cyberbullying, etc. ● Ensure that after-school programs involving SEL align with IL Social Studies standards <p>Timeline: Aug, 2016-Aug, 2018 Estimated budget: \$5,000</p>	<p>evidenced in <i>5 Essentials</i> survey of teachers and 6-8th grade students</p> <ul style="list-style-type: none"> ● Frequently monitored SEL data from CORE ● Create menu of ways for alumni to contribute to student learning in Social Studies ● Higher performing students lead to broader awareness and eligibility to scholarships such as the Daniel Murphy and ongoing database of alumni attending college 	
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Alumni relations annual budget: \$500 Alumni relations one-time purchases: \$500		
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How do we envision visual and performing arts in 2021?

7/2020 update

- + [Art Scope and Sequence Overview](#)
- + Next steps:
 - + Instructional and assessment alignment across two Art Teachers
 - + Revisit and reinforce studio habits
 - + Develop assessment system to report annually to students, families, and teachers mastery of expected learning

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> ● Revisit scope & sequence for visual arts ● Define scope & sequence for Chicago Childrens Choir and other music ● Define scope and sequence for drama ● Align Art Club with visual arts scope & sequence ● Connecting parents and families <ol style="list-style-type: none"> 1. To experience their children’s art learning via Artsonia.com; 2. To make connections between art learning and home and enthusiasm for art learning (e.g., going to the Art Institute to see the Van Gogh room after painting it here) via Artsonia.com; 3. To fundraise for arts supplies via Artsonia.com; and 4. To discuss curriculum units’ essential questions ● Protect class time to meet often enough with students 	<ul style="list-style-type: none"> ● Clear expectations of visual arts at each grade level ● A schedule of public presentations of visual and performing arts ● Parents engage with students regarding essential questions for each unit ● Parents help students to connect to visual arts in the Chicagoland area (e.g., Art Institute) ● Middle school students receive and incorporate feedback in their artwork ● Space and furniture: create systematic storage for canvases; acquire new tables that don’t squeak; flat file cabinets for storage; acquire two more wooden cabinets with glass panes (see storage) ● Showcase student artwork <ul style="list-style-type: none"> ○ In school hallways ○ In the main office ○ In the Multi-Purpose Room ○ In the community (e.g., public 	<ul style="list-style-type: none"> ● Children mastering visual arts skills ● Children exposed to music and drama ● Students are open to feedback via a growth mindset, especially 5-8th grade, so they can continue to grow and learn. ● Students in grades K-4 authentically self-assess without the neediness of teacher approval ● Parents engage students regularly in conversations about their artwork and art history ● Students will exhibit growth mindset, self-management, self-efficacy, and social awareness, as per the CORE survey. ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Greater opportunities for students to attend high schools with high graduation rates and high college persistence rates

<ul style="list-style-type: none"> ● Create ways for middle school students to receive and implement feedback ● Create systematic storage system ● Integrate 21st Century SEL Skills, such as growth mindset, self-management, self-efficacy, and social awareness, into other areas and infuse across subject disciplines. See CORE SEL definitions and CORE site ● Ensure that after-school programs, such as <i>Art Club</i>, <i>Smiling String</i>, and <i>Chicago Children's Choir at Prescott School</i>, align with IL Arts standards ● Explore systematic ways for alumni to return to Prescott to contribute to student learning <p>Timeline: Aug, 2016-Aug, 2018 Annual budget: \$3,000 (some is in-kind) Children's Choir: \$6,000 Art Club: \$2,000 One-time purchases: \$5,000 Hanging artwork system (3rd floor & main office): \$2,000</p>	<p>library)</p> <ul style="list-style-type: none"> ● Create menu of ways for alumni to contribute to student learning in the arts ● Higher performing students lead to broader awareness and eligibility to scholarships such as the Daniel Murphy and ongoing database of alumni attending college 	
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How do we envision Physical Education and wellness in 2021?

7/2020 update

- + Next steps:
 - + Instructional and assessment alignment across K-8 PE
 - + Investigate possible comprehensive PE curriculum: [SPARK PE](#)
 - + Develop assessment system to report annually to students, families, and teachers mastery of expected learning

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> ● Revisit Physical Education scope and sequence for grades PreK-8 <ul style="list-style-type: none"> a. Unit plans b. Assessments ● Define wellness based on district’s work PE & wellness definitions ● Align PE and sexual health curricula to the Wellness metrics (Chronic Disease, Learnwell, Health Services, Instruction) ● Install horizontal climbing wall along the south wall of the gym (to replace temporary sheet rock) ● Teachers and parents explore the essential questions of each curricular unit ● Integrate 21st Century Skills (use this name) into other areas and infuse across subject disciplines ● Integrate 21st Century SEL Skills, such as growth mindset, self-management, self-efficacy, and social awareness, into other areas and infuse across subject disciplines. See CORE SEL definitions and CORE site ● Ensure that after-school programs, such as athletics, Movement in the Morning, align 	<ul style="list-style-type: none"> ● Healthy, energetic, focused students ● School Wellness metrics increase ● Parents regularly engage children in wellness activities ● Parents ask students essential questions about their students’ curricular units ● Create menu of ways for alumni to contribute to student learning in PE and wellness ● Higher performing students lead to broader awareness and eligibility to scholarships such as the Daniel Murphy and ongoing database of alumni attending college 	<ul style="list-style-type: none"> ● Children able to sustain long focus ● Increased attendance due to healthier students ● Students will exhibit growth mindset, self-management, self-efficacy, and social awareness, as per the CORE survey. ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Greater opportunities for students to attend high schools with high graduation rates and high college persistence rates

<p>with district PE standards</p> <p>Timeline: Aug, 2016-Aug, 2018</p> <p>Rock-climbing wall: \$9,525</p> <p>Assessment data collection system: \$500 annually</p>		
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How do we get students to show mastery of math content and to think mathematically and to solve collaboratively challenging problems?

7/2020 update

+ Next steps-- [Prescott Math Team development: Possible Activities](#)

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> • Re-sequence <i>Math in Focus</i> to the sequence of Common Core State Standards and its assessment, PARCC • Development of <i>Math Talks</i> and other high-level math analysis <p>Timeline: Aug, 2016-Dec, 2016 Budget: \$0</p>	<ul style="list-style-type: none"> • Sequence of <i>Math in Focus</i> that aligns to the grade-level expectations of PARCC • Grade-level scope & sequence of <i>Math Talks</i> that aligns with Common Core State Standards and <i>Math in Focus</i> 	<ul style="list-style-type: none"> • Students score at high levels on the PARCC

How do students show mastery of Social Studies content and thinking like a historian/economist/ethnographer/geographer?

INPUTS	OUTPUTS	IMPACTS
<p><i>what resources go into a program</i></p>	<p><i>what is produced through those activities</i></p>	<p><i>the changes or benefits in students that result from the program</i></p>
<ul style="list-style-type: none"> ● Confirm Social Studies learning goals from 2011-12 curriculum ● Define “thinking like a historian” for PreK-8th grade and develop corresponding age-appropriate language ● Identify a formative and summative assessments to measure individual student social studies learning ● Establish vertically-aligned scope and sequence for PreK-8th grade social studies ● Inventory current materials ● Purchase materials identified as deficient ● Integrate 21st Century Skills (use this name) into other areas and infuse across subject disciplines ● Parent and family involvement <ol style="list-style-type: none"> a. Curriculum Night Social Studies information b. Engaging children in thinking like a historian, economist, geographer, and ethnographer via curriculum units’ big questions ● Integrate 21st Century Skills, such as growth mindset, self-management, self-efficacy, and social awareness, into other areas and infuse across subject disciplines. See CORE SEL definitions and CORE site 	<ul style="list-style-type: none"> ● Alignment of materials to curriculum ● Students will experience a comprehensive social studies curriculum throughout their elementary school career ● Students will develop appropriate social studies language ● Students will construct an understanding of historical concepts ● Students and teachers will have social studies materials readily available ● Students’ historical knowledge is regularly monitored throughout the school year ● Create menu of ways for alumni to contribute to student learning in Social Studies ● Higher performing students lead to broader awareness and eligibility to scholarships such as the Daniel Murphy and ongoing database of alumni attending college 	<ul style="list-style-type: none"> ● Students will demonstrate mastery in different ways ● Students will meet or exceed grade level expectations outlined in the Illinois state standards ● Students will pass the IL Constitution test by 7th grade ● Students will exhibit growth mindset, self-management, self-efficacy, and social awareness, as per the CORE survey. ● Alumni network is created and sustained ● More alumni attending selective enrollment high schools ● Greater opportunities for students to attend high schools with high graduation rates and high college persistence rates

<ul style="list-style-type: none"> • Develop capstone process and project menu, including history, economics, ethnography, or geography options, for grades 5-8 • Ensure that after-school programs, such as <i>Future Problem Solving Bowl</i>, involving Social Studies align with IL Social Studies standards • Connect alumni through tri-annual (three times yearly) mini-reunions to learn about long-term Social Studies learning • Alumni contribute to the school through service hours and volunteering to assist in Social Studies projects <p>Timeline: Aug, 2018-Aug, 2020 One-time purchases: \$4,000 Annual budget: \$1,000</p>		
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Resources:

See notes: <https://docs.google.com/document/d/16RUFvWtQGRB8qmxFc8xU9-xZXGYTIGIQkYwYMS1JZo8/edit>

Document-based questions: <https://www.dbqproject.com/>

The DBQ Project was founded in 2000 to support teachers and students in learning to read smart, think straight, and write more clearly. As teachers, we believe all students can develop high-level critical thinking skills if they have consistent instruction and a chance to practice. We also believe that when we provide teachers with materials that blend educational best practices and content-specific questions, we promote and support transformational change in our schools.

Getting students to ask substantive questions: <http://rightquestion.org/blog/question-formulation-technique-in-social-studies/>

Assessments in Social Studies: <https://beyondthebubble.stanford.edu/>

Jessie Marshall: *Department of Social Science and Civic Engagement, Director* jmarshall2@cps.edu

This link to the survey <https://www.uchicagoimpact.org/5essentials-survey-information> will let you access the student survey. We have questions 70-84 that we are using as indicators.

Shawn Reddy

Jennifer Reed, Shawn Reddy

RESET THE TABLE: A MIXED SALAD (SOCIAL STUDIES)

Students explore why immigrants left their home country to move to the United States, how their national cultures came with them, and how food brings people together. <https://pilotlightchefs.org/how-we-help/our-approach/lesson-plans/>

What do we envision our learning facilities to look like in 2021?

7/2020 update

- + Next steps
 - + [2020.03.10_Precott B.R.I.G.H.T_Meeting Minutes with Scott Waguespack \(32nd Ward\).pdf](#)
 - + [Gym outline and proposal for Prescott School](#)

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> • Reinvent the library • Find an alternative gym space with parent leaders and alumni participation • Develop a long-term gardening and green-space plan, include alumni and parent leaders • Find an alternative auditorium that can seat at least 400 people <p>Timeline:</p> <ul style="list-style-type: none"> - Library: Jan, 2016-Aug, 2017 - Garden plan: April, 2016-June, 2017 - Gym space: July, 2016-Aug, 2021 - Auditorium space: July, 2016-Aug, 2021 <p>Library budget: TBD Garden plan: \$1,200 Gym space: \$10,000,000</p>	<ul style="list-style-type: none"> • The library is a comfortable, flexible space for small and large group learning • The gym space can be used for basketball and volleyball and • The garden plan is integrated with science and other learning and is sustained through parent and community volunteers • An auditorium supports student learning to present to large audiences and to be a supportive audience participant 	<ul style="list-style-type: none"> • Small group tutoring improves students learning as seen in BAS, NWEA, PARCC • Auditorium presentations improves students SEL learning as seen in the SEL survey and 5 Essentials results • The garden plan helps students hands-on learning in science as seen in NWEA, the new state assessment, or another identified assessment; the garden plan is also attractive, as reported in the parent's view of facilities in the My Voice, My Survey survey • The expanded gym space improves student Healthy Fitness Zones, as reported in the Fitnessgram

Auditorium space: \$10,000,000		
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What does Multi-Tiered Systems of Support (MTSS) and early intervention look like for our students' learning in 2021?

7/2020 update

+ Achieved with annual reports: e.g., [Prescott MtSS_19-20](#)

INPUTS	OUTPUTS	IMPACTS
<p><i>what resources go into a program</i></p>	<p><i>what is produced through those activities</i></p>	<p><i>the changes or benefits in students that result from the program</i></p>
<ul style="list-style-type: none"> ● Consistent progress monitoring of all students in all content areas ● Identifying students-in-need prior to the school year starting (summer assessments) ● Tier 1, 2 and 3 interventions including Project Boost, Kinder Boost, small group instruction by retired teachers, Math Masters, Reading Tutoring Program, after-school academic tutoring ● Sustaining and challenging students in the 75th+ percentile <p>Timeline: ongoing Budget: \$0</p>	<ul style="list-style-type: none"> ● Students get a variety of supports tailored to individual needs ● Staff schedules are created with ease ● Student growth is recorded and regularly monitored ● Instruction is adjusted based upon student growth 	<ul style="list-style-type: none"> ● Students will demonstrate mastery in different ways ● Students will meet or exceed grade level expectations as outlined in the Common Core

What does teacher and staff capacity look like in 2021 to support high-level, holistic student learning?

7/2020 update

- + Achieved co-teaching supports and models
 - + [Teacher-Leader Planner \(Co-planning and Co-teaching\)](#)
 - + [Co-Teaching Book of Lists \(2018-19\)](#)
 - + [Co-teaching/planning Characteristics at Prescott](#)
 - + [Preparing for Co-Teaching: A Checklist to Review](#)
 - + [Co-Teaching Models.pdf](#)
- + Achieved Cognitive Coaching training of 6 staff members
 - + [Cognitive Coaching description](#)
- + Achieved collegial visits as regular, annual practices
 - + [Collegial visit template \(MAKE A COPY!\)](#)
- + Achieved Responsive Classroom annual training
 - + [Responsive Classroom Workshop and SEL Participant Agenda](#)

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> ● Develop and exercise co-teaching models ● Cognitive Coaching ● Mentoring relationships ● Adaptive Schools ● Collegial visits ● Staff, parent and family training in Responsive Classroom ● Co-teaching <p>Timeline: ongoing Budget Cognitive Coaching: \$9,000 Jr. Great Books: \$450/staff member Adaptive schools: \$12,000</p>	<ul style="list-style-type: none"> ● High-quality instruction across grade levels and disciplines ● Staff takes responsibility for all students (All students are <i>our</i> students) ● Feedback on instruction from colleagues 	<ul style="list-style-type: none"> ● Students benefit from quality instruction

Responsive Classroom annually: \$3,000 Co-teaching: \$0 (in-house)		
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What does student writing look like in 2021?

INPUTS	OUTPUTS	IMPACTS
<p><i>what resources go into a program</i></p>	<p><i>what is produced through those activities</i></p>	<p><i>the changes or benefits in students that result from the program</i></p>
<ul style="list-style-type: none"> ● Continued reflection and progress monitoring to ensure that level of instruction matches student work ● Identify patterns of student learning and make revisions when necessary ● Continued professional development around workshop model ● Addition of grammar scope and sequence ● Integration of technology for revision and editing ● Scope and sequence for technology class including typing, Google Suite, basic rules of type and design ● Teacher and staff skills in technology ● Parent and family invitation to publishing parties, poetry slams, etc. ● Collegial visits among faculty to support collegial improvements in writing instruction <p>Timeline: Aug, 2014-June, 2017 Annual budget: \$14,000 for technology class</p>	<ul style="list-style-type: none"> ● Students show growth in on-demand writing ● Student growth in writing mechanics ● Feedback on instruction from colleagues ● Students graduate with basic digital knowledge and application 	<ul style="list-style-type: none"> ● Students will demonstrate mastery on end-of-unit <i>Units of Study</i> assessments

What does financial stability look like in 2021?

INPUTS	OUTPUTS	IMPACTS
<i>what resources go into a program</i>	<i>what is produced through those activities</i>	<i>the changes or benefits in students that result from the program</i>
<ul style="list-style-type: none"> ● Fundraising: ● Friendraising: building networks of friends of Prescott School through invitations to events and volunteer efforts ● Communication plan <p>Timeline: Aug, 2016-June, 2021 Budget: \$50,000 for reserves</p>	<ul style="list-style-type: none"> ● \$50,000 in reserves ● Network of friends of Prescott that can significantly in case of district fiscal instability ● 4 institutional relationships with additional significant funders (\$5,000+ annual giving) to fund the strategic plan's needs ● Parent and family leadership to orchestrate friendraising, fundraising, and communication plans 	<ul style="list-style-type: none"> ● Security for programs and personnel in case of district fiscal instability, such as the district's recent retraction of \$55,000 from the school's budget ● List and tracker of cultivation of long-term relationships that benefit the school's financial stability