CIWP

2012-2014 Continuous Improvement Work Plan

Avalon Park Elementary School

Skyway Elementary Network

8045 S Kenwood Ave Chicago, IL 60619

ISBE ID: 150162990252063

School ID: 609786

Oracle ID: 22101

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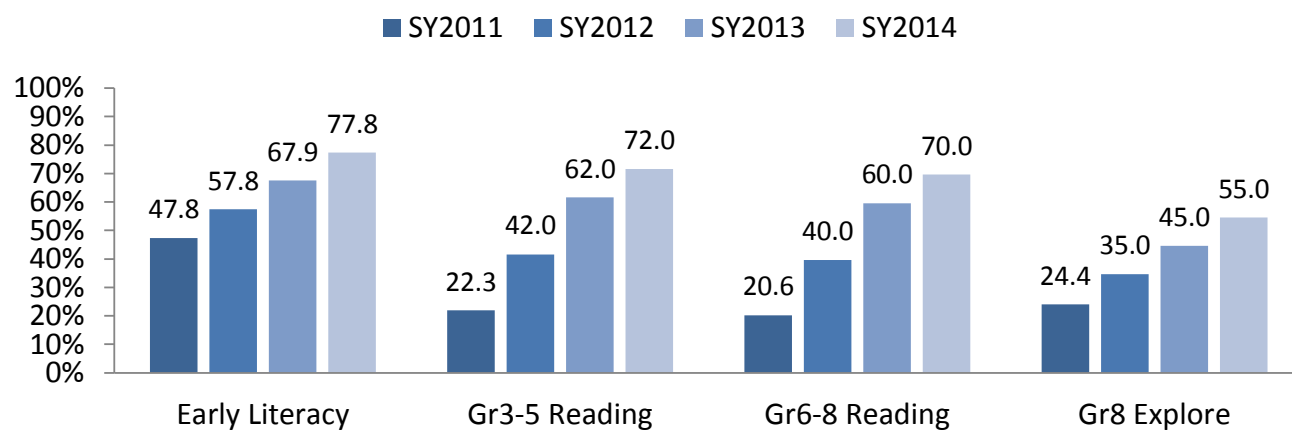
Mission Statement

At Avalon Park Fine & Peforming Arts School, it is oir mission to provide a rigourous; standards based instruction using researched based strategies to help all students develop critical thinking skills in the areas of math, literacy and science. We believe that every student in our school can learn and we commit ourselves to teach to the individual needs of all students so that they "respect self and community". We strive to make this happen by creating an atmosphere where education is a priority and it is valued in school, at home and in the community.
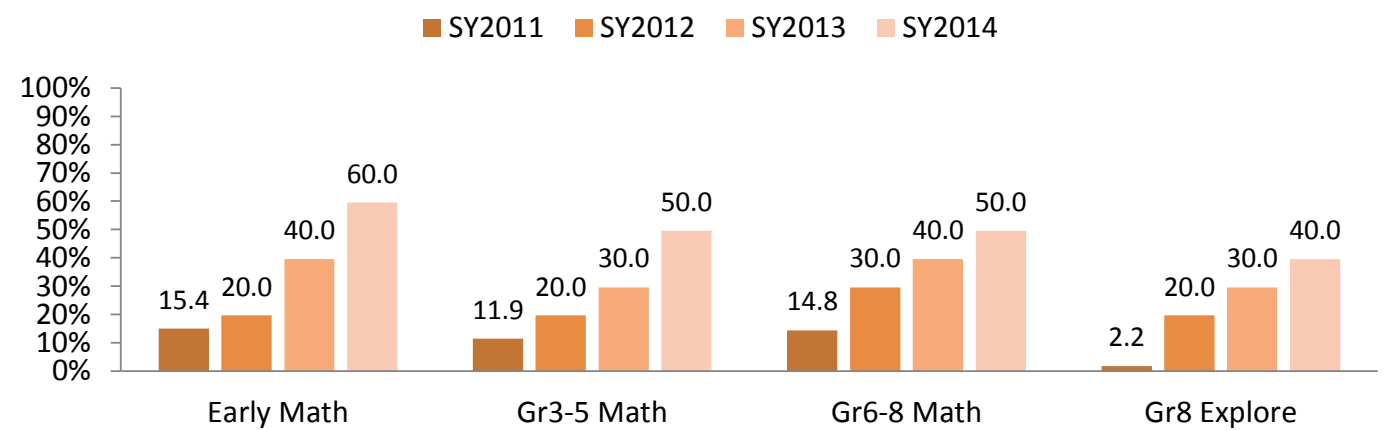
Strategic Priorities

1. Avalon Park School's first priority is to increase student success in the area of ELA.

2. Avalon Park School's second priority is to increase student success in the area of Mathematics.

3. Avalon Park School's third priority is to increase student success in the area of Science.

4. Avalon Park School's last priority is to increase student success in the area of Writing.

School Performance Goals

Literacy Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	47.8	22.3	20.6	24.4
SY2012	57.8	42.0	40.0	35.0
SY2013	67.9	62.0	60.0	45.0
SY2014	77.8	72.0	70.0	55.0

Math Performance Goals

SY2011 ■ SY2012 ■ SY2013 ■ SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	15.4	11.9	14.8	2.2
SY2012	20.0	20.0	30.0	20.0
SY2013	40.0	30.0	40.0	30.0
SY2014	60.0	50.0	50.0	40.0

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:	Avalon Park Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Shontae Higginbottom	Principal
Walter Ornelas	Assistant Principal
La'Trice Barrett	Other
Sheila Morrow	Special Education Faculty
Dymica McClendon	Counselor/Case Manager
Frances Whitt	LSC Member
Sara Jones	Classroom Teacher
Patricia Goodrich	Classroom Teacher
Erin Schave	Classroom Teacher
Sharon Pate-Martin	Support Staff

CIWP

2012-2014 Continuous Improvement Work Plan

Avalon Park Elementary School

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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	47.8	57.8	67.9	77.8	**Early Math** % of students at Benchmark on mClass	15.4	20.0	40.0	60.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.3	42.0	62.0	72.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	11.9	20.0	30.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.7	50.0	60.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	40.9	50.0	60.0	70.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.6	40.0	60.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	14.8	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.1	50.0	60.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	42.7	60.0	65.0	70.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	24.4	35.0	45.0	55.0	**Explore - Math** % of students at college readiness benchmark	2.2	20.0	30.0	40.0

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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	92.1	93.0	95.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	52.1	40.0	30.0	10.0

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	58.5	65.0	70.0	75.0		**ISAT - Reading** % of students exceeding state standards	5.1	10.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	59.5	65.0	70.0	75.0		**ISAT - Mathematics** % of students exceeding state standards	7.9	9.9	20.0	30.0
ISAT - Science % of students meeting or exceeding state standards	45.9	55.0	65.0	75.0		**ISAT - Science** % of students exceeding state standards	0.0	25.0	50.0	60.0

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
	Goals and theory of action	--->		**4**
DIMENSION 1:Leadership	• 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.	• 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.	• School wide goals are articulated, disseminated and discussed with teacher during teacher orientation, weekly grade level meetings and during school wide professional development. Teachers are continuously in serviced on how to interpret and plan instruction using data analysis and researched based instructional interventions. Teachers complete evaluation forms to rate the appropriateness and value of the professional development. • The school establishes strategic measurable goals for student achievement which includes response to intervention systems in the form of one-on-one tutoring, building critical thinking skills using Bloom's Taxonomy levels of questioning, differentiation	
	Principal Leadership	--->		**4**
	• 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.	• 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.	• All classroom teachers complete an instructional needs inventory; the instructional leadership team reviews the surveys and plan opportunities for professional growth for all classroom teachers. • The Principal meets collectively and individually with teachers to discuss best practices and clarify teaching and learning expectations, create instructional action plans, monitor instructional quality, and chart out quarterly assessment timelines. At individual teacher meetings, the Principal evaluates the teachers' instructional practices and offers suggestions for improvements including assigning mentoring sessions from the school based coaches and lead teachers. • All parents of Avalon Park students receive information that pertains to the school's academic standings and student learning goals. All parents and community members receive monthly newsletters, are encouraged to attend benchmark grade meetings, and Local School Council Meetings.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	All teachers and Staff are fully vested in Avalon Park and we have teacher membership in the following areas: • Instructional Leadership • Weekly grade level team meetings through out the school year • RTI Team • CIWP & Data Team • Family Liaison • School Based Instruction Curriculum Coach • Lead Mentor Teachers • Male & Female Mentors • Chicago Teacher Union Representative • Cross curricular & vertical team collaborations • School Beautification Mural Team • Avalon Park teachers have continuously visited other schools for shared learning during professional development.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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.	• 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	• Af+Principal_Leadershipter reviewing data trends, teacher's content knowledge from the instructional needs inventory, individual teacher data and classroom data, the ILT & teacher leaders decided there was a need for instructional supports that were aligned to the new Common Core Standards, as well as research based strategies in order to improve student achievement. • In order to improve teaching and learning the school adopted the aNet program and continued to use the researched based strategies that were used in the TAP program. The aNet program is designed to specifically develop teacher's understanding of why students perform poorly on assessments. Teachers received a series of professional development that took deep dives into how questions are stated on assessments and how students respond to the assessments. During the aNet professional development, teachers were able to reflect on their instructional practices, collectively; they discussed TAP researched based strategies and planned to use the strategies and information towards school wide goals. • The ILT meets regularly to reflect on decision making, to discuss	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	• The ILT uses a systematic approach to analyzing data on an ongoing bases. School wide goals are articulated, disseminated, and discussed with teachers at weekly grade level meetings. Teachers are continuously in serviced on how to interpret and plan instruction using data analysis and researched based instructional interventions. • The ILT monitors and conducts weekly observations to monitor instruction and provide supports for teachers who are not using response to intervention strategies with fidelity or who lack content	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**2**
DIMENSION 2: Core Instruction	• 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.	• 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.	• Grade level teams have been introduced to and are receiving continuous professional development for Common Core Standards. • Grade level teams have partially implemented Common Core Standards. • The school is in the process of creating a year-long scope and sequence that maps out what should be taught through-out the school year. • All short and long term goals are differentiated to meet the needs of all students. • For the 2012-2013 school year, a series of Professional Developments will be given to all teachers centered on NWEA and Performance Task Assessments.	
	Instructional materials	--->		**3**
	• 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.	• 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).	• All classroom teachers have a set of instructional materials that are specifically aligned to the Illinois Framework, additionally all teachers have received the Common Core State Standards Initiative Binder for English Language Arts and Mathematics, the school is in the process of purchasing instructional materials that are aligned to Common Core Standards. • All classroom teachers received a copy of their student's IEP and received supplemental instructional material to support student learning. All special education students receive instruction that is	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• 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.	• 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.	• All teachers participate in school-wide data conversations, identify trends, needs, strengths, as well as prepare specific goals that address identified needs. • Every teacher has access, via computer-based, as well as hard copies, of individual, grade level, and school-wide data. • During grade level meetings, teachers reflect and create goals, provide and receive feedback centered on current formative and summative assessment data. • All teachers are involved in progress monitoring, re-teaching, and re-assessing to determine instructional next steps during grade level meetings and professional development. • Response to Intervention (RtI), accommodations, and modifications are in place in every classroom for all students who have been identified as "struggling" learners, whether there is an IEP or not. • In the 2012-2013 school year, teachers will create Performance Tasks to determine student progression and growth. Teachers will be responsible for progress monitoring student iunstruction and	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• 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.	• 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.	• Teachers were trained in the TAP program and are very familiar with the TAP rubric, which is mirrored and created based on the Charlotte Danielson's Professional Teaching Standards. The rubric focuses on making instruction meaningful, standards-based, specific and clear. • At the beginning of the school year, the ILT and teacher leaders, along with all instructional staff, identified school-wide weaknesses using current ISAT data trends. As a result, one of the school-wide goals for the year was to fully implement Bloom's Taxonomy, focusing on the higher rungs, which builds critical thinking skills and questioning. • Teacher's lessons are fully sequenced and aligned with the standards. Objectives are clearly posted and stated before every lesson. Students are very clear on what's expected of them for the day. • Teachers spend the majority of instructional time in small groups to ensure maximization of scaffolding, differentiation and providing	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• 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.	• 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.	• At Avalon Park, Response to Intervention (RTI) is fully implemented in grades K-8th. • The RTI team reviews intervention data with teachers; the school has purchased intervention kits for the primary department and all teachers have been in-serviced on how to provide researched based strategies and instructional interventions within small groups. • RTI team members provide one on-on-one coaching which assist teachers in identifying students who are considered high risk. • All teachers keep on going data folders for students who have been identified as struggling learners. • The Principal and the Instructional Leadership Team closely monitors the RTI process.	
Whole staff professional development	--->		**4**
• 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.	• 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.	• The Principal, Instructional Leadership Team and teacher leaders discuss and review school data trends and discuss ways to close the achievement gaps. Together, school-wide goals and focal points are created for the school year. • Teachers meet weekly in grade level meetings to review and amend grade level goals to ensure everyone is working towards the identified school-wide goals and student's success outcomes. • The Principal, ILT Team and teacher leaders progress monitor progression of school-wide goals at the beginning, middle and end of the school year. • In the 2012-2013 school year, teachers will receive Professional	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	-->		**4**
	• 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.	• 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.	• Teachers attend weekly grade level meetings with the Instructional Coach to share and discuss goals, review progress monitoring data, and collaborate on grade level ban projects. • All teachers, regular education and special education, are required to attend grade level meetings weekly. • All grade level meetings are agenda specific and include maxims of discussion and collaboration to maximize meeting time.	
	Instructional coaching	-->		**4**
	• 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.	• 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.	• All teachers are provided with consistent and frequent coaching support via grade level meetings, team collaborations, one-on-one coaching sessions, co-planning, co-teaching and modeling of instruction. • All new teachers receive one-on-one coaching, assistance with lesson planning, assistance with of grouping students as it pertains tom current data, as well as suggestions for optimal classroom management by the Instructional Coach. • Instructional Coach and ILT team are responsible for the induction of new teaching staff and weekly transitioning support. • For the 2012-2013 school year, the instructional coach will continue to provide in-house professional development and one-on-one coaching to teachers to assist with the implementation and execution of 1) Common Core, 2) NWEA/Performance Tasks and 3) how to maximize Longer School Day in-class time.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		4
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	• Our teachers articulate to students that they are working and studying to be college and career ready. Students who are performing below level are enrolled in mandatory tutoring programs and are place on remediation plans. These plans are evaluated by the RTI team and teachers collaboratively; the goal of the intervention plan is to close the achievement gap so that the skills learned are sustainable and students are able to scaffold learning. • All the students at Avalon Park are treated with respect and they are valued members of our school community. We regularly provide	
	Relationships	-->		4
	• 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.	• 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.	• Avalon Park's Male/Female Mentoring program was created three years ago to encourage positive and meaningful relationships with students who are particularity at risk of failing school and becoming non productive members of the community. In the mentoring groups, we tell students they are important and we pledge to support them academically and socially. Students receive opportunities to discuss their concerns in "peace circles", and they develop violence prevention conflict resolution skills; they learn how to respectfully talk to adults and handle situations before they become verbally and physically confrontational. • Student with special needs are integrated in all school based programs and they attend student centered activities with their	
	Behavior& Safety	-->		4
	• 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.	• 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.	• Avalon Park has a multi-tier disciplinary approach. We believe that discipline begins in the classroom. Teachers receive information on how to assist students in building conflict resolution skills. We participate in the Positive Behavior Incentive Interventions and students are rewarded with social activities for displaying positive behavior in school and on the campus. In the event students continue to display inappropriate behavior, teachers confer with students, parents teachers and administrators. A discipline referral	

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
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	• All parents of students at Avalon Park receive performance policy information at the beginning of the school in monthly newsletters. Individual student test data is sent home with a detail explanation on how to interpret the data. Parents can meet with the Principal and teachers to discuss their child's academic standing, as well as information regarding remediations plans and special education testing if applicable. Town hall meetings are held quarterly to discuss school wide goals, data trends, the attendance and the discipline policy. Parents are given the opportunity to make suggestions on ways in which we can improve school wide achievement. • Teachers send home a syllabus that outline skills that are going to be taught and information on what students should learn by the	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	• All school staff engage in ongoing home to school communications so that parents are aware of their child's academic standings before the 5 week progress report is sent home and before the distribution of report cards. Information regarding grade level expectations for benchmark grades are mailed home each semester and articulated at the Town hall meetings. Parents are invited to attend Literacy & Math family nights, which allow parents	
	Bonding	-->		**4**
	• 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.	• 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.	• Avalon Park hosts a variety of family activities specifically for parents. Parents had the opportunity to attend a job fair, they attended a financial work shop, a resume writing class, and they participated in medical screening for hypertension and diabetes. Parents and the community come to our annual talent show, galley art exhibitions and Family Math & Literacy Nights.	

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
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• The staff at Avalon Park are community activists; we regularly conduct home visits of students who have chronic attendance issues. Additionally, we have provided board approved medical van services for families who have students who need assistance with getting immunization, eye glass screening and dental hygiene.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• 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.	• Intermediate and middle school students meet with the counselor to discuss high school selections, and information regarding college entrance policy.	
Academic Planning	-->		**3**
• 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.	• 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.	• The teachers at Avalon Park implement a rigorous standards based instructional curriculum that prepares students for high school. Students who exceed standardize test data are encouraged to apply to college preparatory schools. Students who are career bond are encouraged to participate in the Education to Career Program at their feeder high school.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	• 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.	• All the students at Avalon Park have equitable exposure to a wide range of extracurricular activities & opportunities such as academic tutoring, boys and girls basketball, gulf, choir, after school academic and social clubs, female/male mentoring programs, school painting	

6: College and Career Readiness Supports

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	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• The teachers at Avalon Park implement a rigorous standards based instructional curriculum geared towards preparing students for high school and college. At the beginning and end of the second semester of middle school, teachers expose students to ACT preparation material and all 5-8th grades take the Explore	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	• At the 7th & 8th graders Town hall meetings parents receive information about high school requirements and website information is disseminated so that they parents can receive comprehensive information on high school options and and possible tuition costs.	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	• During the beginning of the school year the school hold its annual Town Hall Meeting. Information regarding benchmark grade promotion requirements is discussed with parents and students. Special meetings are held for 8th grade parents to discuss the high school selection process and high school programs. • Monthly newsletters are sent home discussing information about school wide instructional goals, curriculum and assessments.	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• 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.	• 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.	• The school prioritizes spending to focus on curriculum, assessments and new Common Core instructional material for grades K-8th • For the upcoming 2012-2013 school year the school is in the process of developing community relationships and partnerships. • Teachers are provided with a variety of resources to ensure student success, as well as to maximize student ability which promotes college and career readiness.	
	Building a Team	-->		**4**
	• 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.	• 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.	• The Avalon Park Interview Committee interviews qualified candidates in a multistep process: oral interview, special education quiz and classroom demonstration lesson. • The school actively participates in programs such as Teach for America and student teaching to maintain an active pool of highly qualified applicants. • All teachers participate in grade level team meetings to discuss research based instructional strategies, instructional concerns and grade level data.	
	Use of Time	-->		**4**
	• 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.	• 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.	• The school schedules students according to their grade levels and special education students are place in the Least Restrictive Environment according to the goals of the Individual Education Plans. • Grade level team meeting schedules are designed in the overall school schedule so that teachers have the opportunity to collaborate weekly. • Students who are struggling academically receive instructional support from the special education department and the Response	

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 Avalon Park Fine & Peforming Arts School, it is oir mission to provide a rigourous; standards based instruction using researched based strategies to help all students develop critical thinking skills in the areas of math, literacy and science. We believe that every student in our school can learn and we commit ourselves to teach to the individual needs of all students so that they **"respect self and community"** . We strive to make this happen by creating an atmosphere where education is a priority and it is valued in school, at home and in the community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Avalon Park School's first priority is to increase student success in the area of ELA.	As reflected in the 2010-2011 ISAT data, 58.5% of our students met or exceeded Reading state standards, which was a 8.1% gain from the previous year. Though our scores are on an upward trend, there is still work to be done in this area. English Language Arts is one of the most critical core subjects with regard to immediate and long term student success. Literacy, which is the embodiment of ELA, permeates and interconnects all subjects for maximum integration of skills. With the implementation of the new Common Core Standards, Performance Task Assessments, and a longer school day, it is crucial to the success of our students and school to make ELA one of our top priorities. Add to this the critical nature of the use of Literacy in determining school wide value added. Keeping Literacy as a top priority ensures our students are career and college ready.
2	Avalon Park School's second priority is to increase student success in the area of Mathematics.	As reflected in the 2010-2011 ISAT data, 59.5% of our students met or exceeded Math state standards, which was a 7.7% gain from the previous year. Though our scores are on an upward trend, Math remains a priority.
3	Avalon Park School's third priority is to increase student success in the area of Science.	As reflected in the 2010-2011 ISAT data, 45.9% of our students met or exceeded Science state standards, which was a 11.2% gain from the previous year. The scores represent an upward trend, however in order for students to be career and college ready, there needs to be more student success in this area.
4	Avalon Park School's last priority is to increase student success in the area of Writing.	Though the District did not test last year in the area of Writing, with the implementation of NWEA and Common Core, the Leadership Team understands the importance of Writing with regard to optimal student success and has identified Writing as a school wide priority.
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
Avalon Park School's first priority is to increase student success in the area of ELA.	As reflected in the 2010-2011 ISAT data, 58.5% of our students met or exceeded Reading state standards, which was a 8.1% gain from the previous year. Though our scores are on an upward trend, there is still work to be done in this area. English Language Arts is one of the most critical core subjects with regard to immediate and long term student success. Literacy, which is the embodiment of ELA, permeates and interconnects all subjects

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure that all teachers and staff have received adequate and sufficient professional development with regard to the implementation and application of the ELA CCS.	All Teachers	K-8 students	ILT	Quarter 1	Quarter 2		
Increase the success rate of students performing at the proficient and above levels on the DIDELS/TRC Assessment by 15% form the beginning to middle assessment cycle and 20% from the middle to end assessment cycle.	Primary Teachers	K-2 students	ILT & Primary Teachers	On-going	Quarter 4		
Increase the success rate of students performing at the meets and exceeds levels on the ELA section of the NWEA Assessment by 20% from the beginning to middle assessment cycle and by 25% from the middle to ending assessment cycle.	Intermediate & Uppe	Other student group	ILT & Int. Upper Teachers	Quarter 1	On-going		
Ensure the implementation and professional development of all teachers with regard to Literacy integration across all subjects (science, math, social studies) to increase school-wide success and cross-curricular connections.	Professional Development	All	ILT & Teachers	On-going	On-going		
Continue to increase promotion of critical and higher order thinking skills by 25% using Bloom's Taxonomy levels of questioning, while specifically focusing on analysis, evaluation, and synthesis as it pertains to District-wide Performance Task assessments.	Instruction	All	ILT & Teachers	On-going	On-going		
Implement a rigorous curriculum aligned to the new Common Core Standards.	Instructional Materials	All	ILT	Quarter 1	Quarter 1		

Strategic Priority 1

Provide na series of Professional Developments focusing on REACH Students evaluation tool and the direct connection of REACH to classroom instruction.	Professional Development	All	ILT	On-going	On-going		

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
Avalon Park School's second priority is to increase student success in the area of Mathematics.	As reflected in the 2010-2011 ISAT data, 59.5% of our students met or exceeded Math state standards, which was a 7.7% gain from the previous year. Though our scores are on an upward trend, Math remains a priority.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure that all teachers and staff have received adequate and sufficient professional development with regard to the full implementation and application of the Math Common Core Standards.	Professional Development	All	ILT	Quarter 1	Quarter 2		
Increase the success rate of students performing at the proficient and above levels on the mClass Math Assessment by 15% from the beginning to middle assessment cycle, and 20% from the middle to end assessment cycle.	Instruction	Other student group	ILT & Primary Teachers	On-going	Quarter 4		
Increase the success rate of students performing at the meets and exceeds levels on the Math section of the NWEA Assessment by 20% from the beginning to middle assessment cycle and by 25% from the middle to end assessment cycle.	Instruction	Other student group	ILT & Int. Upper Teachers	Quarter 1	On-going		
Continue to increase promotion of critical and higher order thinking skills by 25% using Bloom's Taxonomy levels of questioning, while specifically focusing on analysis, evaluation, and synthesis as it pertains to District-wide Performance Task assessments.	Instruction	All	ILT & Teachers	On-going	On-going		
Implement a curriculum aligned to the new Coomon Core Standards.	Instructional Materials	All	ILT	Quarter 1	Quarter 1		

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
Avalon Park School's third priority is to increase student success in the area of Science.	As reflected in the 2010-2011 ISAT data, 45.9% of our students met or exceeded Science state standards, which was a 11.2% gain from the previous year. The scores represent an upward trend, however in order for students to be career and college ready, there needs to be more student success in this area.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the success rate of students performing at the meets and exceeds levels by 25% on the standardized assessment.	Instruction	All	ILT & Teachers	On-going	Quarter 4		
Implement a rigorous curriculum aligned to the Common Core Standards.	Instructional Materials	All	ILT	Quarter 1	Quarter 1		
Ensure implementation and professional development of all teachers with regard to Literacy integration across all subjects (science, math, social studies) to increase school wide success and cross-curricular connections.	Professional Development	All	ILT & Teachers	On-going	Quarter 4		
Continue to increase the promotion of critical and higher order thinking skills by 25% using Bloom's Taxonomy levels of questioning, while specifically focusing on analysis, evaluation, and synthesis as it pertains to District-wide Performance Task assessment.	Instruction	All	ILT & Teachers	On-going	Quarter 4		

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

Avalon Park Elementary School

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
Avalon Park School's last priority is to increase student success in the area of Writing.	Though the District did not test last year in the area of Writing, with the implementation of NWEA and Common Core, the Leadership Team understands the importance of Writing with regard to optimal student success and has identified Writing as a school wide priority.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure that all teachers and staff have received adequate and sufficient professional development with regard to the implementation and application of Common Core Standards.	Professional Development	All	ILT	Quarter 1	Quarter 1		
Provide on-going professional development in the area of Writing instruction across all subject content.	Professional Development	All	ILT	On-going	On-going		
Continue to increase promotion of critical and higher thinking skills by 25% using Bllom's Taxonomy levels of questioning & reasoning, while specifically focusing on analysis and evaluation as it pertains yto Performance Tasks.	Instruction	All	ILT & Teachers	On-going	Quarter 4		

Strategic Priority 4

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