CIWP

2012-2014 Continuous Improvement Work Plan

Rachel Carson Elementary School
Midway Elementary Network

5516 S Maplewood Ave Chicago, IL 60629

ISBE ID: 150162990252876

School ID: 609842

Oracle ID: 22601

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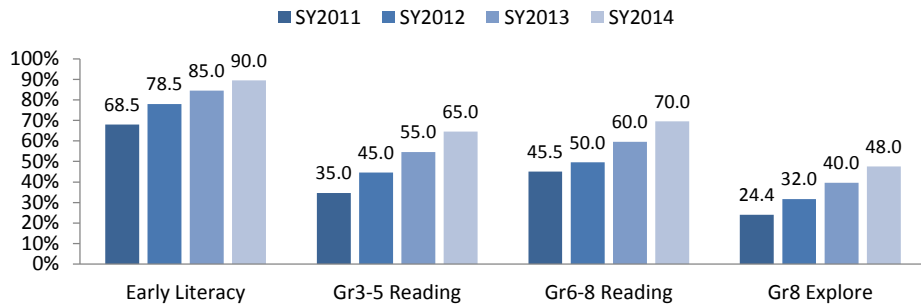
Mission Statement

To provide superior instruction across the content areas and the World Language Magnet Cluster program through a foundation of the Reading Instructional Framework. With this implementation all students can achieve to their fullest academic potential. A safe and secure learning environment will be fostered through parent participation, community involvement, and School- Based Solving
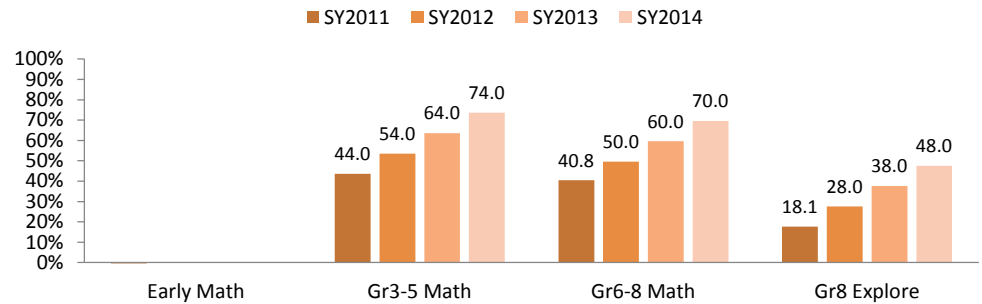
Strategic Priorities

1. Literacy skills will foster independence, critical thinking, comprehension and fluency in reading and writing for all students across all grade levels and in the content areas.

2. Through the teaching and learning of best practices of mathematical skills, students will increase the overall meet and exceed in Math ISAT across all grade levels.

3. Integration of technology will substantially increase in every classroom to prepare students for the XXI century and to become critical thinkers to compete globally.

4. Carson school will foster a community climate and provide a myriad of opportunities for parents and community members to increase their knowledge in several areas aimed at supporting their children to be successful in school.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	68.5	78.5	85.0	90.0
Gr3-5 Reading	35.0	45.0	55.0	65.0
Gr6-8 Reading	45.5	50.0	60.0	70.0
Gr8 Explore	24.4	32.0	40.0	48.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	44.0	54.0	64.0	74.0
Gr6-8 Math	40.8	50.0	60.0	70.0
Gr8 Explore	18.1	28.0	38.0	48.0

Continuous Improvement Work Plan
2012 - 2014

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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:	Rachel Carson 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
Javier Arriola-López	Principal
José Angel Contreras	Lead/ Resource Teacher
Susana Aguilar	ELL Teacher
Kathleen Lizarraga	Lead/ Resource Teacher
Erin Reardon	Classroom Teacher
Alberta Colesio	ELL Teacher
David Plascencia	Lead/ Resource Teacher
Marymargaret Coughlin	Special Education Faculty
Mario Aragon	Lead/ Resource Teacher
Sonia Torres	Classroom Teacher
Elisa Avalos	Parent/ Guardian

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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	68.5	78.5	85.0	90.0	**Early Math** % of students at Benchmark on mClass	NDA			

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.0	45.0	55.0	65.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.0	54.0	64.0	74.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.2	70.0	80.0	90.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	75.8	85.0	90.0	95.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.5	50.0	60.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.8	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.5	65.0	75.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.8	65.0	75.0	85.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	24.4	32.0	40.0	48.0	**Explore - Math** % of students at college readiness benchmark	18.1	28.0	38.0	48.0

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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	97.6	98.0	98.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	3.9	3.0	2.0	1.0

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	69.5	73.5	76.0	79.0	**ISAT - Reading** % of students exceeding state standards	12.2	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.4	85.0	87.0	89.0	**ISAT - Mathematics** % of students exceeding state standards	19.4	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	73.9	77.0	80.0	83.0	**ISAT - Science** % of students exceeding state standards	9.3	15.0	20.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	--->		**3**
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.	Each quarter our staff works to analyze student data and achievement in order to establish measureable goals for each student. We use data results from sources such as NWEA, ST Math, ISAT, spelling inventories and reading fluency, and ISEL to create plans of action. The school has developed academic plans for all Tier 3 students. Auxiliary personnel and college tutors work on a regular basis providing interventions. Carson's goal is to close academic goals by monitoring progress on a weekly basis. Carson has created a data wall to better monitor student progress for all children. NWEA results are used to inform and tailor	
	Principal Leadership	--->		**3**
	• 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.	Our principal has created a high energy environment of professional learning communities through continual motivation of teachers to share their knowledge and expertise in the Literacy Team, RtI, Grade Level meetings, and Professional Development presentations given at the school by teachers themselves. Mentoring and coaching is also provided. We are working to revise our vision statement to recognize our work in developing students' college & career readiness skills. The principal consistently encourages families to be active learners in their children's education through monthly newsletters, invitations to health fairs and school performances, as well as through his interaction with them during LSC, BAC, and PAC meetings, including direct contact in the playground on a daily basis.	

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	Our school has created an extensive community of leaders. Teachers serve on the ILT, RtI, school committees, and grade level teams, as well as coaches, mentors, and grant writers. All teachers have opportunities to share their ideas and knowledge through the many and various committees and teams. It is our goal to build capacity among teachers. Therefore, every teacher is expected to participate in one school sponsored professional development every year. As a result, all professional development days are managed by teachers. Teachers present best practices via whole school presentations or mini-workshops. It is another goal for teachers to strengthen their collaborative skills. Therefore, teachers are to actively collaborate formally and informally in school. Teachers actively participate in grade level meetings, faculty meetings, professional development days, committees and in professional institutions. Our staff is actively updating the literacy knowledge while reading professional literacy articles and reports as well as books.	

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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	The ILT in our school is made up of diverse leaders who exhibit knowledge and expertise in a variety of areas. The team meets weekly to collaborate and reflect on effective school practices. ILT members also work with individual teachers, grade level teams, school committees, and parents to communicate best practices for instruction and student learning. Data analysis is used to monitor student progress and identify needs.	
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.	Assessment data is visually and graphically presented on the walls of the multipurpose room so that all staff is able to see student progress on the NWEA. The graphing presents an easy to follow analysis of where students are and helps individual teachers and grade levels in their curricular planning. Individual data reports are also created by each classroom teacher in order to address each student's academic needs. Therefore, teachers are able to support all students at their instructional level so that students make measurable progress.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	Currently at our school, individual teachers develop a year-long scope and sequence plan that maps out Illinois state standards in accordance with their content area. Instructional materials that have been provided to teachers have also assisted in this process. We have started unpacking and analyzing Common Core standards during grade level meetings, moving towards the development and implementation of unit plans reflective of CCSS. Currently, individual teachers develop unit plans independently, however, our school is moving towards more collaborative development amongst grade levels. Our school has a variety of fictional and informational grade level texts used throughout all content areas. Teachers provide lesson plans that outline accommodations and modifications that are provided on a daily basis to students with disabilities and/or ELL students. The majority of teachers are in the process of including WIDA standards into weekly lesson plans to better serve our ELL population. The staff is provided with on-going professional	
	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).	At our school, we have a variety of instructional materials. Each grade level has set of core instructional materials that are aligned with state standards. Because of the implementation of Common Core, as a school, we are in the process of transitioning from materials that reflect Common Core standards, as opposed to state standards. Included in each set of grade-level materials, teachers are provided with modified and adapted versions of texts, workbooks, and content-based leveled readers which are all standards based. The majority of our supplemental materials are more specifically	

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.	Each teacher is equipped with a Data Binder that contains the most recent student data received from ILT. Data binders include NWEA, ISAT, Common Core, Fluency Snapshot, Spelling Inventory, ISEL, DIBELS, and ACCESS results. Each teacher has access to immediate NWEA student data, which is available online. Teachers use comprehensive sets of assessments, like fluency and spelling evaluations, to gather diagnostic data. Our school uses NWEA for benchmark assessments. At teacher discretion, formative and summative assessments are integrated throughout instruction to monitor student learning on a frequent basis. Teachers use multiple formats to assess student knowledge, such as written responses, projects, essays, and specific performance tasks. All assessments are aligned to state standards and essential questions, but are in the process of addressing Common Core standards. General education teachers and resource teachers (i.e. special education and bilingual teachers) collaborate to appropriately adapt assessments to ensure students can demonstrate understanding of knowledge and skills. In addition, specific accommodations and modifications are stipulated

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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 create weekly lesson plans that contain Illinois State Standards and specific learning objectives to guide daily instruction. Learning goals are consistently displayed and addressed in classrooms, ensuring that students are aware of learning outcomes, and relevance of learning. The majority of classrooms have procedures and daily schedules displayed on anchor charts. In lesson plans, teachers specifically create higher-level questions that will advance student thinking and understanding. Teachers use Bloom's Taxonomy as a guide when creating rigorous lesson plans. The sequencing of lessons is structured around core instructional material, as well as the state standard objectives. Lessons are also sequenced using the gradual release of responsibility method, ensuring the appropriate of development of skills. Teachers are continuously evaluating lesson plans at grade level meetings with ILT guidance. Each teacher is familiar with students' individualized education plans, and work with resource teachers to implement the appropriate accommodations to support students' access to the general education curriculum (engagement with complex texts and	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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.	Our school school has a uniform procedure to identify students in need of academic intervention and to also identify particular skills gaps. We administer screening assessments such as NWEA, fluency snapshots, ISEL, and Spelling Inventories. Once those needs are identify our school has the RtI committee and the school wide structure in place to provide targeted in-class interventions, as well as small group instruction through push-in and pull-out support provided by specialists. This RtI committee meets every week to analyze, discuss, and implement interventions to support individual teachers. At grade level meetings teachers work with ILT members to adjust interventions as needed for student progress. Also individual teachers keep intervention logs together with the specialist to monitor closely effectiveness of intervention.	
Whole staff professional development	-->		**3**
• 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.	Whole staff professional development occurs regularly and it is tightly aligned to the school's improvement plan and to the mission. There is a Professional Development committee that meets regularly to assist the principal in designing and facilitating the work of professional learning teams within the school to provide continuous professional development to maximize students' learning and by preparing both the agendas, as well as the physical space for the development of the activities, as shown by meeting minutes and agendas. The Professional Development team also monitors the quality and effectiveness of P. D. days by supplying checklists, exit-slips, and surveys. The P. D. committee gathers information and	

Professional Learning (vertical label on left side)

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DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	Teacher meetings for collaboration occur every week during grade level meeting. Formative assessment is discussed to develop plans for weekly instruction as shown by the minutes. At least once a month teachers gather for staff development that has been carefully planned in advance by the Professional Development Committee. There is an RTI team that meets every week. This team encompasses general education, special education, bilingual teachers and other specialists; however, meetings with the rest of staff still need to be structured, since meetings are still infrequent and irregular. Teacher teams share ownership for results in student learning by targeting different tiers within the same classroom and sharing data information through binders.	
	Instructional coaching	-->		**3**
	• 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.	While there are coaching opportunities at our school there are still unstructured and are not happening regularly. The ILT committee has been working on implementing a plan that identifies teacher needs, its frequency and who will provide the coaching. Our school implements district-sponsored induction; however, it needs to implement a systematic individual professional development plans as well as peer coaching and cross-classroom visitations.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• 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	Staff encourages and promotes students to apply to the best high schools that would facilitate acceptance to college by setting high expectations for student to do well in different assessments. The school promotes college and career-readiness by facilitating career day for students to meet professionals in different fields such as business people, lawyers, professionals in the medical field such as a nurse, lab technicians and other people in trade careers. Staff provides students with various opportunities to take leadership in different activities throughout the school year such as presenting in front of their classroom, being part of the student council, year	
	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.	Students at our school have adult advocates such as their classroom teachers, counselor and other staff who care about them and support them. Students with disability are included in general education classrooms in their appropriate grade level. Special education teachers and general education teachers team teach to best meet the needs of students with disabilities. Students with disabilities also take part in all school wide activities. Staff and students demonstrate respect among each other. One of the tools to achieve it is through the Olweus Anti-Bullying Program and PBIS. Staff and parents have continued communication to support the students. The students' home language and culture is celebrated in the classroom and at our school. Our school supports our student's home language and culture by sending all possible	
	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.	The Olweus and PBIS programs have been implemented to provide a systematic school-wide approach to recognize and provide intervention to build and promote positive behavior. All classroom teachers hold weekly meetings with their students to discuss anti-bullying strategies. The school has provided parents with information about the programs and how they are being implemented in the school. Parents have also been given workshops on how to identify bullying and how to talk to their children about stopping and preventing	

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
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• 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.	Besides providing information on request, the principal provides regular information on school performance to families during the Bilingual Advisory Committee, No Child Left Behind, Bi-Weekly Newsletter, and Local School Council monthly meetings. Regular updates are provided at these meetings by the principal are thoroughly presented to the parents. Besides data, suggestions and recommendations to help the students improve in their education are also presented. In addition to the principal's information, teachers work closely to inform parents of the expected growth their children are to accomplish. Academic expectations are shared through formal and informal parent-teacher conferences, open house, parent coffee, family surveys, classroom newsletters, agendas or planners (which serves as a two-way communication between	
	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.	Teachers engage in two-way communication by telephoning parents, and also write notes home to parents in students' agendas or planners, giving them the opportunity to respond back. Teachers are always available before and after school for parent visits and phone calls. When needed, teachers work with support staff, parents, and students, to create remediation plans to best meet the needs of struggling students. Both teachers and auxiliary staff work closely to	
	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.	We are working towards improving the atmosphere of our school, by gathering parent feedback through surveys, suggestion boxes, and working closely with the Local School Council. In addition, we also strive to ensure a safe, non-threatening environment to staff, children, and visitors. We work closely with the CAPS, D.A.R.E, and OLWEUS programs, as well as the Safe Parent Patrol program. The school provides several bonding opportunities for families and community by hosting events such as Parent assemblies twice a year, annual family trips to Día del niño/Day of the Child parades, science night, Literacy Night, dual language literacy night, and students' performance in monthly Bilingual advisory committee meetings.	

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
Specialized support	-->		**4**
• 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.	In addition to providing the required services of specialized support through the school counselors, psychologist, social worker, and interventionist, the school also provides families with the support and contact information from outside resources such as Ronald McDonald, Asthma Van, Vision, Dentist services, Imagination Theater, and Anti-Cruelty Society. Since our parents have shown a	
College & Career Exploration and election	-->		**3**
• 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.	The school provides information about future career choices and continuing education, by exposing our students to college and professional careers. We provide college workshops for parents through different organizations. We also offer opportunities to our students to attend different colleges and universities. We are	
Academic Planning	-->		**2**
• 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.	College and Career Readiness is supported by different programs in the school. Students with high performance are recommended to take advance courses offered before or after school such as; Middlebury Spanish Program, Advance Algebra, Book Club Advance Texts, Advance Science Club and Spanish Book Club Advance Texts. Also, students fully participate in career days where professionals from different fields bring their real life experiences to give students a large spectrum of opportunities. In addition, students go to College Field Trips to be part of open houses where they are exposed to the positive aspects of being a college student.	
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.	School offers enrichment and extracurricular activities at all levels ranging from basic to advance programs during, before and after school. Such programs include, RTI-Reading, Small Group and Pull Outs-Bilingual Support, Remedial Math and Reading, Science	

N 6: College and Career Readiness Supports

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
DIMENSIO	**College & Career Assessments** ------>			**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	During 8th grade, teachers prepare students to take "EXPLORE" test so that students are ready and more familiar with the ACT test format.	
	College & Career Admissions and Affordability ------>			
	• 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.	N/A	
	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.	The school provides social and academic methods that help students make a smooth transition from 8th to 9th grade. Students attend different high schools and meet adequate high school students that give them a glimpse of what is like to be a high school student. Also, the school offers High School Fairs where students can experience the different options and communicate with high school representatives. Academically, the school offers Advance Placement High School Courses and Remedial Programs that prepare students for high school courses.	

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.	School uses assessments such as ISAT, NWEA, ST Math to identify the needs and priorities of the students to align the allocation of school discretionary funds. The school has collaborated with outside funding to provide resources to help meet students and staffs needs through community partnerships such as; Communities in schools, Olweus bullying, Merit Music ,Urban Gateways, Striving Readers, All star After School, and World Language. The School maintains focus of resources that are used to achieve the overarching goal established by the mission and vision statement, which is to prepare students for their fullest academic potential.	
	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.	While most of the hiring occurs based on staff vacancies there has been some instances where positions have been opened based on students academic needs. Throughout the school year various teachers have served as mentors for student teachers. Having student teachers and college tutors at our school provides possible candidates, who are familiar with school policies, procedures, staff and students, for employment. When candidates come to Carson to interview, they typically are required to present a lesson for observing staff members. In addition, interviews are held with multiple teachers and/or staff members to evaluate candidates with strategic and meaningful questions. Teachers work collaboratively to determine if level of expertise, philosophy, and commitment will best serve our students. Committees and grade levels are strategically developed with the needed expertise and content area	
	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.	Currently, our school schedule is based on allotted minutes throughout the day. However, grade levels have discussed how to better utilize time and move towards a "right fit" scheduling design which is based on student needs and school wide growth goals. Teachers are given a forty minutes of structured collaboration time during grade level meetings during the school day on Thursday. In addition, teams and committees work before school and after school to have meaningful and effective collaboration to meet needs of students. Interventions for students are designed collaboratively	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

To provide superior instruction across the content areas and the World Language Magnet Cluster program through a foundation of the Reading Instructional Framework. With this implementation all students can achieve to their fullest academic potential. A safe and secure learning environment will be fostered through parent participation, community involvement, and School- Based Solving

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy skills will foster independence, critical thinking, comprehension and fluency in reading and writing for all students across all grade levels and in the content areas.	Based on ISAT results only 19.7% of Special Education students met/exceeded in Reading and 49.1% of LEP students met/exceeded, as a consequence both groups did not reach Safe Harbor (29.7% for Special Ed and 53.6 for LEP students).
2	Through the teaching and learning of best practices of mathematical skills, students will increase the overall meet and exceed in Math ISAT across all grade levels.	Based on ISAT results 69.8 % of LEP students met/exceeded in Math , consequently not reaching 75.6% for Safe Harbor. Special Education students met/exceeded ISAT's Safe Harbor for more than 2%, indicating that this population still needs strong interventions.
3	Integration of technology will substantially increase in every classroom to prepare students for the XXI century and to become critical thinkers to compete globally.	Technology will equip students with skills necessary to survive in a complex, highly technological knowledge-based economy. Providing more computers in each classroom will foster a regular and more accessible support for curricular goals.
4	Carson school will foster a community climate and provide a myriad of opportunities for parents and community members to increase their knowledge in several areas aimed at supporting their children to be successful in school.	According to the 2011 School Report Card in Parent Satisfaction, regarding Engagement only 50% of parents reported feeling engaged with their school. Regarding Environment 51% of parents report feeling satisfied with our school's environment. In both items the school shows an average score. In Culture and Climate, in Involved Families only 36% felt that the school partners with families and the community.
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Literacy skills will foster independence, critical thinking, comprehension and fluency in reading and writing for all students across all grade levels and in the content areas.	Based on ISAT results only 19.7% of Special Education students met/exceeded in Reading and 49.1% of LEP students met/exceeded, as a consequence both groups did not reach Safe Harbor (29.7% for Special Ed and 53.6 for LEP students).

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• School committees will meet to plan future implementation to Common Core Standards	ILT/ Teacher Teams	All	Literacy Committee	Summer 2012	Summer 2012		
• Grade level Articulation meetings for vertical planning across the school.	ILT/ Teacher Teams	All	Professional Development Committee	Summer 2012	Summer 2012		
• Continue Summer School offering support to ELL.	After School/ Extended Day	English Language Learners	Summer School Lead Teacher	Summer 2012	Summer 2012		
• Teachers meet and analyze ISEL, Spelling Inventories, F	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
• Create targeted skill instruction to best serve students literacy needs.	ILT/ Teacher Teams	Other student group	RtI Committee	Quarter 1	Quarter 1		
• Tier 3 students will be identified and RTI groups will be established, interventions and strategies will be implemented to improve student reading abilities.	Instruction	Other student group	RtI Committee	Quarter 1	Quarter 1		
• Teachers meet and analyze ISEL, Spelling Inventories, Fluency Snapshots, Rigby, Access, ISAT, NWEA data to create targeted skill instruction to best serve students literacy needs.	Instruction	All	ILT	Quarter 2	Quarter 2		
• Analyze collected RTI data to determine student progress and exit students from RTI groups as needed	Instruction	Other student group	RtI Committee	Quarter 2	Quarter 2		
• Teachers meet and analyze ISEL, Spelling Inventories, Fluency Snapshots, Rigby, Access, ISAT, NWEA data and create targeted skill instruction to best serve students literacy needs.	Instruction	All	ILT	Quarter 3	Quarter 3		

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
Through the teaching and learning of best practices of mathematical skills, students will increase the overall meet and exceed in Math ISAT across all grade levels.	Based on ISAT results 69.8 % of LEP students met/exceeded in Math , consequently not reaching 75.6% for Safe Harbor. Special Education students met/exceeded ISAT's Safe Harbor for more than 2%, indicating that this population still needs strong interventions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• School committees will meet to plan future implementation to Common Core Standards for math	ILT/ Teacher Teams	All	Math Committee	Summer 2012	Summer 2012		
• Grade level Articulation Meetings for vertical planning math curriculum across the school	ILT/ Teacher Teams	All	Professional Development Committee	Summer 2012	Summer 2012		
• Continue Summer School support	After School/ Extended Day	Other student group	Summer School Lead Teacher	Summer 2012	Summer 2012		
• Establish a school-wide math committee	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
• Teachers meet and analyze ISAT, ST Math, and NWEA data and create targeted skill instruction to best serve students in math	Instruction	All	ILT	Quarter 1	Quarter 1		
• Identify students who have not met expected growth in math; Provide interventions and additional strategic instruction	Instruction	Other student group	RtI Committee	Quarter 1	Quarter 1		
• Based on assessments, identify students who would benefit from after-school tutoring in Math	After School/ Extended Day	All	ILT	Quarter 1	Quarter 1		
• Create and implement a Math Night for students, parents, and community members; Math Night will provide parents with strategies to help their child at home	Parental Involvement	All	Math Committee	Quarter 1	Quarter 1		
• Teachers meet and analyze ST Math and NWEA data and create targeted skill instruction to best serve students in math	Instruction	All	ILT	Quarter 2	Quarter 2		
• Review data to continue targeting students who have not met expected growth in math; Provide interventions and additional strategic instruction	Instruction	Other student group	RtI Committee	Quarter 2	Quarter 2		

Strategic Priority 2

• Create and implement an enrichment program for students who are meeting and/or exceeding math standards	After School/ Extended Day	Other student group	ILT	Quarter 2	Quarter 2		
• Continue providing after-school tutoring in math	After School/ Extended Day	Other student group	After School Coordinator	Quarter 2	Quarter 2		
• Teachers will continue to meet and analyze ST Math and NWEA data and create targeted skill instruction to best serve students in math	Instruction	All	ILT	Quarter 3	Quarter 3		
• Review data to continue targeting students who have not met expected growth in math; Provide interventions and additional strategic instruction	Instruction	Other student group	RtI Committee	Quarter 3	Quarter 3		
• Continue providing after-school tutoring in math	After School/ Extended Day	Other student group	After School Coordinator	Quarter 3	Quarter 3		
• Implement a Math Night for students, parents, and community members; Math Night will provide parents with strategies to help their child at home	Parental Involvement	All	Math Committee	Quarter 3	Quarter 3		
• Teachers will continue to meet and analyze ST Math and NWEA data and create targeted skill instruction to best serve students in math	Instruction	All	ILT	Quarter 4	Quarter 4		
• Review data to continue targeting students who have not met expected growth in math; Provide interventions and additional strategic instruction	Instruction	Other student group	RtI Committee	Quarter 4	Quarter 4		
• Continue providing after-school tutoring in math	After School/ Extended Day	Other student group	After School Coordinator	Quarter 4	Quarter 4		
• Classroom teachers will identify students in need of summer school math support, especially for non-benchmark years	After School/ Extended Day	All	ILT	Quarter 4	Quarter 4		
• All teachers attend professional development geared towards improving math instruction and implementing Common Core Standards	Professional Development	All	Professional Development Committee	On-going	On-going		
• The school's math team will meet on a consistent basis to collaborate about math instruction for all students, in addition to strategies for special education and ELL students	Instruction	English Language Learners	Math Committee	On-going	On-going		
• Teachers work in grade levels to collaborate and develop unit plans per quarter	ILT/ Teacher Teams	All	ILT	On-going	On-going		

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
Integration of technology will substantially increase in every classroom to prepare students for the XXI century and to become critical thinkers to compete globally.	Technology will equip students with skills necessary to survive in a complex, highly technological knowledge-based economy. Providing more computers in each classroom will foster a regular and more accessible support for curricular goals.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Technology committee will meet to plan a yearlong implementation of curriculum mapping for technology integration.	ILT/ Teacher Teams	All	Technology Committee	Summer 2012	Summer 2012		
• Establish a school-wide technology committee	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
• Teachers meet and analyze ISAT, ST Math, and NWEA data and create targeted skill instruction to best serve students.	Instruction	All	ILT	Quarter 1	Quarter 1		
• Identify students who have not met expected growth in reading or math	Instruction	Other student group	RtI Committee	Quarter 1	Quarter 1		
• Provide interventions and additional strategic instruction through technology (e.g. STMath, Lexia, Compass Learning, during school hours.	Instruction	All	ILT	Quarter 1	Quarter 1		
• Provide enrichment programs through technology such as Powerspeak and You'd Be the Chemist	After School/ Extended Day	Other student group	After School Coordinator	Quarter 1	Quarter 1		
• Provide technology training for parents to monitor their child's progress though Impact.	Parental Involvement	All	Technology Committee	Quarter 1	Quarter 1		
• Committee will hold Technology & Literacy Night to educate parents about how to best help students at home	Parental Involvement	All	Technology Committee	Quarter 2	Quarter 2		
• Review data to continue targeting students who have not met expected growth	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 2		
• Provide interventions and additional strategic instruction through technology.	Instruction	Other student group	RtI Committee	Quarter 2	Quarter 2		

Strategic Priority 3

• Provide enrichment programs through technology such as Powerspeak and You'd Be the Chemist	After School/ Extended Day	Other student group	After School Coordinator	Quarter 2	Quarter 2		
• Review data to continue targeting students who have not met expected growth	ILT/ Teacher Teams	All	ILT	Quarter 3	Quarter 3		
• Provide interventions and additional strategic instruction through technology.	Instruction	Other student group	RtI Committee	Quarter 3	Quarter 3		
• Provide enrichment programs through technology such as Powerspeak and You'd Be the Chemist	After School/ Extended Day	Other student group	After School Coordinator	Quarter 3	Quarter 3		
• Review data to continue targeting students who have not met expected growth	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4		
• Provide interventions and additional strategic instruction through technology	Instruction	Other student group	RtI Committee	Quarter 4	Quarter 4		
• Committee will hold Technology & Literacy Night to educate parents about how to best help students at home	Parental Involvement	All	Technology Committee	Quarter 4	Quarter 4		
• All teachers attend professional development geared towards technology to improve instruction.	Professional Development	All	Professional Development Committee	On-going	On-going		
• Teachers use technology to analyze data to improve instruction.	ILT/ Teacher Teams	All	ILT	On-going	On-going		
• The school's technology team will meet on a consistent basis to collaborate about technology instruction for all students, in addition to strategies for special education and ELL students	ILT/ Teacher Teams	Students With Disabilities	Technology Committee	On-going	On-going		
• Evalutate the usage of multiple resources that are available to teachers to enhance instruction, such as ELMOs, projectors, SMART Boards, netbooks, and laptops, among others.	Equipment/ Technology	All	Technology Committee	On-going	On-going		
he school's technology team will meet on a consistent basis to collaborate about technology instruction for all students, in addition to strategies for special education and ELL students	ILT/ Teacher Teams	English Language Learners	Technology Committee	On-going	On-going		

2012-2014 Continuous Improvement Work Plan

Rachel Carson 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
Carson school will foster a community climate and provide a myriad of opportunities for parents and community members to increase their knowledge in several areas aimed at supporting their children to be successful in school.	According to the 2011 School Report Card in Parent Satisfaction, regarding Engagement only 50% of parents reported feeling engaged with their school. Regarding Environment 51% of parents report feeling satisfied with our school's environment. In both items the school shows an average score. In Culture and Climate, in Involved Families only 36% felt that the school partners with families and the community.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
• Establish a committee to coordinate activities to strengthen the school community	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
• Committee will hold Science & Math Night to educate parents about how to best help students at home on science projects	Parental Involvement	All	Community Involvement Commiteee	Quarter 1	Quarter 1		
• Parent Coffee and Open House will be held as an opportunity for parents to meet and establish ongoing relationships	Parental Involvement	All	ILT	Quarter 1	Quarter 1		
• Committee will hold Technology & Literacy Night to educate parents about how to best help students at home	Parental Involvement	All	Community Involvement Commiteee	Quarter 2	Quarter 2		
• Parent assembly for holiday celebration – parents are invited to see the school-wide student performance	Parental Involvement	All	Community Involvement Commiteee	Quarter 2	Quarter 2		
• Provide ESL classes for parents	Parental Involvement	All	Community Involvement Commiteee	Quarter 2	Quarter 2		
• Committee will hold Science & Math Night to educate parents about how to best help students at home on science projects	Parental Involvement	All	Community Involvement Commiteee	Quarter 3	Quarter 3		
• Parents are invited to attend a school-wide talent show featuring classroom performances	Parental Involvement	All	Community Involvement Commiteee	Quarter 3	Quarter 3		
• Continue providing ESL classes for parents	Parental Involvement	All	Community Involvement Commiteee	Quarter 3	Quarter 3		

Strategic Priority 4

• Committee will hold Literacy & Technology Night to educate parents about how to best help students at home	Parental Involvement	All	Community Involvement Commiteee	Quarter 4	Quarter 4		
• Parent assembly for family celebration – parents are invited to see the school-wide student performance	Parental Involvement	All	Community Involvement Commiteee	Quarter 4	Quarter 4		
Continue providing ESL classes for parents	Parental Involvement	All	Community Involvement Commiteee	Quarter 4	Quarter 4		
• The school will continue to notify parents about events through school calendars, parent meetings, newsletters, and informational flyers	Parental Involvement	All	Community Involvement Commiteee	On-going	On-going		
• The school will continue to provide translation services for Spanish-speaking parents for all activities and events	Parental Involvement	All	Community Involvement Commiteee	On-going	On-going		
• Parents are provided continuous opportunities to engage in learning activities to help support students at home though NCLB and BAC	Parental Involvement	All	Community Involvement Commiteee	On-going	On-going		

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan ### Monitoring

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