CIWP

2012-2014 Continuous Improvement Work Plan

William W Carter Elementary School

Burnham Park Elementary Network

5740 S Michigan Ave Chicago, IL 60637

ISBE ID: 150162990252123

School ID: 609844

Oracle ID: 22611

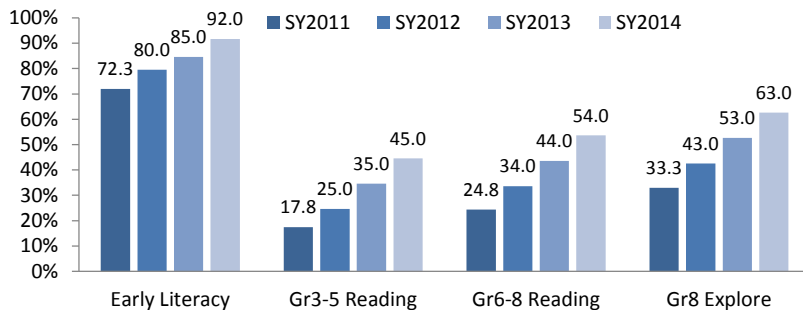CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To create, further develop, and sustain a solid foundation through Common-Core State Standards Curriculum from which all children will meet and/or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and technologically savvy learners!
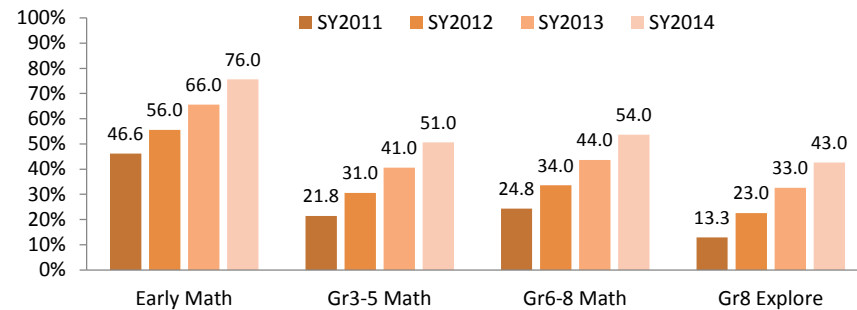
Strategic Priorities

1. Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.

2. Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.

3. To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.

4. Encourage our school environment and community to develop a healhty life style.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 72.3, 80.0, 85.0, 92.0
- Gr3-5 Reading: 17.8, 25.0, 35.0, 45.0
- Gr6-8 Reading: 24.8, 34.0, 44.0, 54.0
- Gr8 Explore: 33.3, 43.0, 53.0, 63.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 46.6, 56.0, 66.0, 76.0
- Gr3-5 Math: 21.8, 31.0, 41.0, 51.0
- Gr6-8 Math: 24.8, 34.0, 44.0, 54.0
- Gr8 Explore: 13.3, 23.0, 33.0, 43.0

Date Stamp November 22, 2012

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:	William W Carter 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
Anita L Harmon	Principal
Rosemary Spaulding	Assistant Principal
Linda Jones-Johnson	LSC Member
Anjail Kenyatta	Counselor/Case Manager
Jacqueline Bell-McGee	Classroom Teacher
Ruby D Harris	Lead/ Resource Teacher
Karen Mickel	Classroom Teacher
Lori Guidry	Classroom Teacher
Miranda Wilson	Classroom Teacher
Felecia Jackson	Parent/ Guardian

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	72.3	80.0	85.0	92.0	**Early Math** % of students at Benchmark on mClass	46.6	56.0	66.0	76.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.8	25.0	35.0	45.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.8	31.0	41.0	51.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.5	60.0	70.0	80.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.6	67.0	77.0	87.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.8	34.0	44.0	54.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	24.8	34.0	44.0	54.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.6	58.0	68.0	78.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.9	54.0	64.0	74.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	33.3	43.0	53.0	63.0	**Explore - Math** % of students at college readiness benchmark	13.3	23.0	33.0	43.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.2	92.0	92.5	92.5	Misconducts Rate of Misconducts (any) per 100	27.0	20.0	16.0	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	53.0	63.0	73.0	83.0	ISAT - Reading % of students exceeding state standards	5.5	6.5	7.5	8.5
ISAT - Mathematics % of students meeting or exceeding state standards	63.1	73.0	83.0	93.0	ISAT - Mathematics % of students exceeding state standards	6.8	7.8	8.8	9.8
ISAT - Science % of students meeting or exceeding state standards	42.2	45.0	55.0	65.0	ISAT - Science % of students exceeding state standards	1.2	2.0	3.0	4.0

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
DIMENSION 1: Leadership	*Goals and theory of action*	-->		**3**
	• 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.	An environment has been created to foster confidence, pride and belief in self and in the world educational process. In a class you would witness teaching that connects subjects to real-life situations and occupations. This motivating teaching strategy promotes students' self-determination. The staff focus our efforts on developing the holistic student, who will be able to compete in a diverse society. There are clear goals for student achievement particularly for the primary and intermediate grades; but, there needs to be a clear strategic plan to move our middle school students to ensure they are	
	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.	In principal led professional development meetings and teacher collaboration meetings, we share best practices that includes discussion based on pro-active strategies designed to increase student's ability to become active, independent learners. The principal monitors the progress of teacher improvement for the purpose of maintaining and farther developing a learning environment that promotes the education all students through skillful differentiation and scaffolded instruction. The principal and administrative team work to develop an environment that is equipped with updated resources that includes technological media, and curriculum that promotes rigorous learning.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		3
• 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	The ILT members participate in meetings where they receive and obtain the knowledge necessary to implement the Common Core Standards by September 2012. These meetings involve a deep focus on best practices in math and literacy. The practices are shared with the rest of the staff through school based professional development held once a month. The school is involved in the Early Adopter's Common Core Initiative allowing teachers to participate in quarterly meetings and learn how to unpack the standards as well as develop unit plans to share with colleagues.	

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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 consist of one teacher per cycle - primary (K-2), intermediate (3-5) and middle school (6-8) as well as the literacy coach, the counselor/case manager and the administrators (principal and assistant principal). The middle school teacher has expertise in math. They are involved in the decision making process and regularly share their knowledge at staff meetings.	
Monitoring and adjusting	--->		**3**
• 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.	This year, the school was involved in the Achievement Network Program where 3rd thru 8th grade students were assessed all four quarters. The analysis and feedback allowed the staff to analyze the reading data on a consistent basis which prompted us to also analyze the Scantron and the Common Core Assessments in depth. The pratice geared the focus on student learning and the reteaching of core concepts and skills particularly in reading and informational text.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum* --->			**3**
	• 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.	Teachers have been trained in the development of year-long and unit curriculum mapping to drive their weekly and daily lesson plans aligned to the state standards. This year, with being an Early Adopter of the Common Core State Standards, teachers were encouraged to utilize the CCSS in the development of their lesson plans. While several teachers have aligned their plans to the standards, the level of instruction must become more complex and grade appropriate. Differentiation of lessons is necessary to ensure all students (with and without disabilities) are exposed to and learn the content knowledge and skills.	
	Instructional materials --->			**4**
	• 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).	Instructional materials are aligned with standards. The reading series is consistent across grade levels (K-5) and (6-8) as well as the math and science program. While social studies material may vary, most teacher use current events materials.	

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	-->		**3**
• 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.	School-wide assessments are available immediately after testing: Scantron, Dibels, Common Core, Achievement Network (reading). Accommodations and modifications are shared with general education teachers to ensure students with disabilities are assessed appropriately. Constructed responses and performance-based assessments need to be scored and shared in data analysis to aid in knowledge mastery.	

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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.	The standards-based learning objectives are communicated to students as well as scaffolding the instruction. However, to promote a deeper understanding of the objectives, the questioning should be of a higher-level.	

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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.	The school utilized the Response to Intervention (RtI) for a systematic approach to identifying students in need of intervention especially at the primary level. Also, ancillary teachers are in the primary classrooms during the literacy block to give additional support to students during small group instruction. Teacher assistants and the special education resource teacher assist students with disabilities in the middle school grades in the core classrooms as well as give one-on-one support to struggling students.	
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.	A year long calendar is planned for whole staff professional development and placed in CPS University to assure credit for staff (teachers and career service personnel).	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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 meet weekly for coaching and collaboration through scheduled meetings with a member or members of the ILT. Meetings are by grade level and/or cycles - primary, intermediate, middle school and teachers share best practices, discuss lesson plans and assessment data.	
	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.	A literacy teacher has been provided for coaching and modeling of instruction for all teachers and to provide professional development to support individual growth. Peer coaching and classroom visitation is also provided where teachers can give honest and critical feedback to their peers. New teachers are given induction support by the ILT.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture*	--->		**3**
	• 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	Middle school teachers have an advisory period for their homeroom students to build a culture of college and career-ready standards. Intermediate and middle school teachers have received AVID training and encourage these practices throughout grades 5-8.	
	Relationships	--->		**3**
	• 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 have formed and developed respectful bonds with most staff members inclusive of janitorial, clerical, ancillary. A few have experienced a feeling of unfairness or inconsistency with a few adults and are willing to share those feelings with other adult advocates. Students with disabilities are engaged in all aspects of the school community by participating on the sports teams and in such clubs as the newspaper.	
	Behavior& Safety	--->		**3**

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Typical School	Effective School	Evidence	Evaluation
• 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 school follows the Student Code of Conduct and has developed a school-wide plan consistent with the Positive Behavior Intervention Support (PBIS) Program. Many also have training in the CHAMP program but need to utilize the strategies school-wide. The staff maintains a safe and welcoming school environment.	

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	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.	Expectations are clearly provided to staff, students and parents/guardians at the beginning of the year through staff development and at open house meetings by the principal. They are reinforced throughout the year particularly to family members at some of the parent meetings and/or parent grade meetings for the benchmark grades. Teachers also provide student expectations at the beginning of the year through parent letters and the Open House.	
	Ongoing communication	-->		**3**
	• 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.	Parent letters explain the grade-level expectations and how families can support student learning. The principal provides monthly newsletters and calendars updating families on important information. ILT members and ancillary staff give workshops at the parent meetings to share instructional knowledge so parents can assist their children at home.	
	Bonding	-->		**3**

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	Parents are encouraged to engage in all aspects of the school environment. They volunteer during the breakfast program and participate in such events as student programs, family read and math night, career day, etc. There is a parent room where family members may use computers with access to the internet.	

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	-->		**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 offers families specialized support through the counselor/case manager, psychologist and social worker in collaboration with outside social services agencies for families on a need by need basis.	
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.	College and career choice Information is provided to middle school students but is also necessary for all students to begin at an early age to make informed decisions and show the connection to high expectations and future aspirations.	
Academic Planning	-->		**4**
• 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 school provides support, access to information and high school choice for student preparation into high school. Algebra has been offered to a core group of 8th graders to prepare them for a more extensive math curriculum in high school.	
Enrichment & Extracurricular Engagement	-->		**2**
• 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.	Extracurricular activites have been offered in sports such as basketball, volleyball, flag football as well as academic/social organizations. The need is for adult sponsorship in areas of student interests.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*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 school hosts career day and promotes college/career visits to the school. More opportunities are needed for students to receive exposure to colleges and other career choices.	
	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.	Parents and students are provided with high school options at the beginning of the 8th grade and given support throughout the process.	
	Transitions	-->		**3**
	• 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 kindergarten and 8th grade teachers work collaboratively with the counselor/case manager and with the families to ensure an effective transition into the next phase of the students educational career.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**4**
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's discretionary resources are consistently aligned to identified needs and priorities. The resources are focused on what's necessary for student academic development.	
	Building a Team	--->		**3**
	• 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.	Carter engages in building a cohesive team. The ILT participates in the interview process using the expertise of the team in assessing a candidate's knowledge, commitment and expertise.	
	Use of Time	--->		**3**

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
• 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.	Scheduling has allowed for collaborative teacher team meetings. While a meeting is scheduled weekly, teachers often meet 2-3 times per week because preps allow for such; they are scheduled at the same time for grade level or cycles. With the new full day, additional time will be structured for struggling students to receive intervention throughout the grades, not just for primary.	

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 create, further develop, and sustain a solid foundation through Common-Core State Standards Curriculum from which all children will meet and/or exceed academically within a safe and secure educational setting. We will provide multiple support systems that will enhance a lifelong educational journey which encompasses leadership qualities, interpersonal skills, and technologically savvy learners!

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.	The school did not make AYP on the ISAT assessment in reading and math. Reading was at 53.9% and math was at 65.9%. Our goal is to move students at least 10% in both reading and math and move students from the below level to meets standards and from the meets level to exceeds standards.
2	Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.	According to the School's Climate report, students do not feel safe. While most of the activity occurs outside of the school, the parents and students bring the issues to the school, seeking support from the staff. The PBIS program aids staff in resolving conflict and stressing the need for social/emotional integration of students.
3	To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.	Students need more accessibility to technology in the classroom, not just for assessment purposes.
4	Encourage our school environment and community to develop a healhty life style.	Research indicates a need for healthy eating and increased physical activity for students. Many students are obese as well as have health issues, i.e., diabetes and asthma.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Integrate and align content area curriculum based on the common core standards to help prepare students to achieve their full academic potential and expand their knowledge so as to allow the students to become college and career ready.	The school did not make AYP on the ISAT assessment in reading and math. Reading was at 53.9% and math was at 65.9%. Our goal is to move students at least 10% in both reading and math and move students from the below level to meets standards and from the meets level to exceeds standards.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase time on task by increasing the literacy block to 120 minutes daily. This will include the usage of the ELA common core state standards.	Instruction	All	All teachers including ancillary	Quarter 1	On-going		
Encourage differentiated instruction in grades 4 through 8.	Professional Development	All	ILT	Quarter 1	On-going		
Include performance-based learning across curriculum via common core state standards.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Utilize more periodicals and informational text throughout the content areas.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Increase depth of knowledge and rigor by developing challenging grade level units.	Professional Development	All	ILT	Summer 2012	On-going		
Conduct a school-wide audit of existing science texts and supplemental kits and materials.	Instructional Materials	All	Principal	Summer 2012	Quarter 1		
Provide continuous Professional Development with FOSS and STC science kits.	Professional Development	All	Principal	Summer 2012	On-going		
Increase intermediate student participation in the "In Search of Genius" program or form other partnerships with scientific corporations, museum and universities to promote higher order thinking.	Instruction	Other student group	Administration	Quarter 1	Quarter 4		
Professional development for implementing common core aligned math insruction delivered by teacher leaders to each K - 5 grade teachers.	Staffing	All	Principal	On-going	On-going		
Order math curricula that is aligned to common core standards.	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Ancillary teachers will assist during classroom instruction with intensive and strategic students.	Instruction	Other student group	Teachers	Quarter 1	Quarter 4		
Teachers will give intervention instruction for students deemed at risk (Rti).	After School/ Extended Day	Other student group	Teachers	Quarter 1	Quarter 3		
Peer classroom observations for the purpose of increasing student depth of learning and team cohesion	Other	All	Principal	Quarter 1	Quarter 4		

Strategic Priority 1

Update and integrate the technological diagnostic tools and equipment for ELA, math, technology and science.	Equipment/ Technology	Other student group	Principal	Summer 2012	Quarter 1		
Provide substitute coverage for peer observation and diagnostic testing.	Instruction	All	Principal	Quarter 1	Quarter 4		
Indepth exposure of student knowledge through field trips that foster a continuation and extension of classroom and project based learning.	Instruction	All	Teachers	Quarter 2	Quarter 4		
Engage staff in national content-area professional conferences to enhance research based best practices.	Professional Development	Not Applicable	Principal	Quarter 1	Quarter 4		
Continue usage of ST Math, JiJi Program for K-5 and the secondary intervention program for 6-8 grade students in the intensive category.	Instruction	Other student group	Principal and Teachers	Quarter 1	Quarter 4		

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
Foster a safe and secure learning environment for all learners to improve student connection and a positive educational climate.	According to the School's Climate report, students do not feel safe. While most of the activity occurs outside of the school, the parents and students bring the issues to the school, seeking support from the staff. The PBIS program aids staff in resolving conflict and stressing the need for social/emotional integration of students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reinforce a whole school Positive Behavior Intervention Support model by utilizing strategic interventions that are implemented through this program.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Teachers will construct and implement school-wide rules, regulations and procedures that will be adhered to in every classroom, in the hallway, in the cafeteria and during recess.	ILT/ Teacher Teams	All	School-wide Personnel	Quarter 1	Quarter 1		
Develop a reward system by which to acknowledge positive student behavior inclusive of attendance, daily behavior, uniform compliance, and academic excellence.	Other	All	Administrator and teachers	Quarter 1	Quarter 4		
Encourage parental involvement by holding grade level cycle meetings to inform parents/guardians of student instruction.	Parental Involvement	All	ILT	Quarter 1	Quarter 4		

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
To make sure students are efficient in the use of technology to broaden their learning in order for them to compete in the global market.	Students need more accessibility to technology in the classroom, not just for assessment purposes.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will be able to efficiently use a search engine to research an assigned topic.	Instruction	All	Librarian and homeroom teacher	On-going	On-going		
Students will be able to use USB's to store classwork, homework and related assignments.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Implement activities using the SMART board in the computer lab.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Implement lessons that allow students to utilize webquest which lets students better communicate with his/her teacher.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		
Continue to use interactive reading and math programs such as JiJi for tracking progress.	Instruction	All	Librarian and homeroom teacher	Quarter 1	On-going		

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
Encourage our school environment and community to develop a healhty life style.	Research indicates a need for healthy eating and increased physical activity for students. Many students are obese as well as have health issues, i.e., diabetes and asthma.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Encourage parent and community involvement	Parental Involvement	Not Applicable	Administration	Quarter 1	On-going		
Continue to support families in the development of wellness program: improvement in classroom celebrations, rewards systems, nutrition education and physical activity.	Other	All	Administration	Quarter 1	Quarter 4		
Engage parents and community in providing strategies for healthy eating at home.	LSC/ PAC/ PTA	All	Administration	Quarter 1	Quarter 4		

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2012-2014 Continuous Improvement Work Plan

William W Carter Elementary School

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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