

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:	George Washington Carver Primary 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
Katherine Tobias	Principal
Dr. Wanda Withers	Assistant Principal
Joshua Prioleau	Classroom Teacher
Alison Veazey-Jones	Classroom Teacher
Erica Nute	LSC Member
Flora Jones	LSC Member
Gwendolyn Green	Counselor/Case Manager
Gwendolyn Graham	Classroom Teacher
Mary Moore	Other
Angela Coleman	Classroom Teacher
William Naatz	LSC Member
Bridgette Robinson	Special Education Faculty

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	37.4	50.0	60.1	70.1		Early Math % of students at Benchmark on mClass	36.6	50.0	60.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.7	50.0	60.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	23.8	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.8	50.0	60.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.8	60.0	65.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	50.0	60.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.0	50.0	60.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.1	60.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	27.9	50.0	60.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	22.7	50.0	60.0	70.0		Explore - Math % of students at college readiness benchmark	4.5	15.0	20.0	25.0

Climate & Culture

All Grades		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate		90.9	95.0	95.0	98.0			Misconducts Rate of Misconducts (any) per 100	15.6	10.0	8.0	5.0

State Assessment

All Grades % Meets & Exceeds					All Grades % Exceeds				
	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	58.0	65.0	70.0	80.0	ISAT - Reading % of students exceeding state standards	8.0	12.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	64.0	72.0	80.0	85.0	ISAT - Mathematics % of students exceeding state standards	9.4	15.0	20.0	25.0
ISAT - Science % of students meeting or exceeding state standards	55.4	60.0	65.0	70.0	ISAT - Science % of students exceeding state standards	3.3	8.0	15.0	20.0

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
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school has established a clear theory of action that outlines measurable goals set and agreed upon by all stakeholders. All stakeholders work continuous to improve all students' achievement goals academically. All staff members are learning how to implement more effective differentiating strategies to aggressively narrow the achievement gap to ensure college and career readiness students. The school's goal is to have 70% of students meet or exceed individual growth targets on NWEA by the end of the year.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal will continue to create a professional, positive, and safe learning environment for all stakeholders. To analyzed the school's data and use it to drive instruction improve the Common Core Standards and Domains to prepare students for college and career readiness. The principal will work with the ILT team and team teachers to seek updated material and effective ways to meet the needs of all students. As an instructional leader the principal will implement training for staff to learn how to differentiate instruction and increase student achievement at all grade levels. The principal will continue to allocate the funds to increase the school's resources and update technology. The principal will continue to work with LSC, parents, and community leaders to foster an environment where all stakeholders are encourage to participate in developing an effective learning environment for all student.</p>	
Teacher Leadership ----->			3	

<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers work on the ILT, or at least one curriculum team to improve Common Core instruction to prepare students for college and career readiness. Teachers work on teams to plan, implement, and provide differentiating instruction to improve student achievement at all grade levels. Teachers participate in professional development sessions to improve their teaching skills and impact student learning to increase student achievement. ILT members visit classrooms and mentor to their peer to share best practices during common core grade level and PD meetings. Teachers understand success criteria to analyze student assessments and drive classroom instruction to meet the diverse needs of students. Teachers read articles or texts to effectively strengthen their teaching strategies and classroom instruction to support the schools' theory of action. Teachers have established norms to ensure productivity and respect their peers to build a trustworthy learning environment for stakeholders.</p>
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Instructional Leadership Team (ILT) ----->

<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>The schools’ ILT team is made up of dependable and experience teachers from every grade level band including special education. Teachers are knowledgeable and very capable leaders within the school. Teachers know how to assess data, drive instruction, and differentiate classwork to meet the needs of all students. The ILT members work very well with all staff members to improve teacher’s skills to increase student achievement. The team understands the Common Core standards and work with all staff members during professional development and common grade level meetings to improve instructions. All team members monitor their students’ data, align classroom instruction to the Common Core standards, and care very much about all of their students achieving and being college and career ready.</p>
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Monitoring and adjusting ----->	3
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<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>All student data is analyzed immediately after it is assessed. Teachers are required to take school assessments, have open discussions and model strategies to help students understand material. Teachers work together to improve students’ understanding in order to give students appropriated strategies to increase student achievement and be college and career ready.</p>
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Curriculum ----->	2
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DIMENSION 2: Core Instruction

<ul style="list-style-type: none"> • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers do quarterly mapping every quarter. They meet weekly in common grade level meetings to plan and align student work, analyze data and set academic goals aligned with Common Core standards. Teachers work on teams to plan, implement, and provide differentiating instruction to improve student achievement at all grade levels. Teachers work in core grade level teams to roll out the Common Core standards for students with in the grade level bans (k-2), (3-5), and (6-8) to successfully aligned and analyze student assessments to drive classroom instruction to meet the diverse needs of students.</p>
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Instructional materials ----->		3
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<ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each grade level has set instructional goals and work weekly during common grade level meetings aligning student achievement and student needs to improve classroom instructions.</p>
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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.

Assessment ----->		2
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<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Every teacher is required to analyze student data immediately after student assessments are completed. Every grade level team meets weekly to discuss student work, brainstorm on ways to differentiate classroom instruction to improve student performances. Each teacher is required to analyze student assessments to align classroom instruction with the Common Core standards and to meet the 80% mastery levels set by staff. General/Special education teachers work together to plan appropriated student quarterly mapping at the beginning of every quarter to assure that all students are receiving the very best education to meet their needs. Student assessments are discussed immediately after students complete them to align classwork with the Common Core goals and to meet mastery levels. They meet weekly in common grade level meetings to plan and align student work, analyze data and set academic goals aligned with Common Core standards. .</p>
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Instruction

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- 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.

Most teachers are clearly communicating with students to improve student achievement using standards-based learning objectives, directions and other learning tools. More teachers are using higher level thinking questions and techniques to promote students' critical thinking and understanding. Most teachers use scaffold teaching strategies to increase students' critical learning abilities. Teachers are using formative assessments during instruction to assess students' skills and understanding to improve student achievement.

Intervention

<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has weekly/monthly hands-on and diagnostic assessments to evaluate students' needs. Assessments oral as well as written. Story town chapter tests assessments and other grade level materials are used to identify students' strengths and weakness to implement interventions at the elementary level. Student interventions are implemented in peer and small groups to better serve students individual needs. Interventions are closely monitored to make sure students are receiving appropriate work to improve their learning skills.</p>
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Whole staff professional development ----->		2
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3: Professional Learning

<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school has ongoing PD focusing on aligning classroom instruction with the Common Core ELA Standards and Math Domains to increase student achievement and to have students college and career ready. The school's goal is to have 70% of students meet or exceed individual growth targets on NWEA by the end of the year.</p>
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Grade-level and/or course teams ----->		2
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DIMENSION

<ul style="list-style-type: none"> • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or “expert”, as appropriate. • Teachers have protocols or processes in place for team collaboration. 	<p>Teachers do quarterly mapping every quarter. They meet weekly in common grade level meetings to plan and align student work, analyze data and set academic goals aligned with Common Core standards. Teachers work on teams to plan, implement, and provide differentiating instruction to improve student achievement at all grade levels. Teachers work in core grade level teams to roll out the Common Core standards for students with in the grade level bans (k-2), (3-5), and (6-8) to successfully aligned and analyze student assessments to drive classroom instruction to meet the diverse needs of students.</p>
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Instructional coaching -----> **2**

<ul style="list-style-type: none"> • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are assigned school mentoring teachers. Principal has an open door policy and mentors and model to teachers as needed. All teachers receive consistent quality feedback to help their individual growth. ILTs and teacher leaders help to peer coach and visit teachers as mentors</p>
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High expectations & College-going culture -----> **3**

DIMENSION 4: Climate and Culture

<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All staff members have high expectations for student success and achievement. The school has set a routine practice to connect teaching strategies to student needs that integrates higher level thinking skills aligned to CCSS</p>
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<p>Relationships -----></p>			<p>2</p>
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<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All staff members have high expectations for student success and achievement. Staff members keep in contact with pass students and their accomplishments. Teachers come in early or stay late to tutor students who need the help. All school rules are fair and students are allowed to have a voice in school activities. Students with disabilities are included in all school activities and are encourage to participate with their peers.. The school has set a routine practice to connect teaching strategies to student needs that integrates higher level thinking skills aligned to CCSS</p>
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<p>Behavior & Safety -----></p>			<p>3</p>
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<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has established a clear discipline program for all students. Students are encourage with positive incentives using the PBIS approach that outlines measurable goals set and agreed upon by all stakeholders. Staff use the buddy system to work with students who are having difficulty follow school rules. Parents are notified of student problems and conflicts immediately and a conference is requested. Staff work very hard to establish and maintain a safe and friendly learning environment for all stakeholders.</p>
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Expectations		3
<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal has developed a monthly newsletter that is sent home to all stakeholders. All stakeholders are welcome to participate in all school activities. Families are notified every 5 weeks on student progress. Families are welcomed to visit the school and volunteer or visit classrooms daily. Teachers keep up on all student progress and call families to discuss student progress. The principal works with LSC, parents, and community leaders to foster an environment where all stakeholders are encouraged to participate in developing an effective learning environment for all students.</p>
Ongoing communication		3
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers have established a working relationship with parents and communicate with families as needed. Families are welcome to visit the school to volunteer or visit classrooms. Families receive ongoing information orally and written pertaining to grade level requirements and student expectations. Families are always encouraged to support their child's learning at home and at school.</p>
Bonding		3
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school has provided a warm, welcoming, and clean environment that encourages all stakeholders to come in and be a part of. The principal has an open door policy and is available as much as possible to meet with concerned families on any issues. It is our goal to build a professional learning community that is safe, and welcoming to everyone.</p>
Specialized support		3

<ul style="list-style-type: none"> • School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Many of the staff are involved in community meetings and work with community leaders to better the learning environment for all stakeholders. We encourage all community organizations visit our school and network with our families to improve our schools' learning environment.</p>
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College & Career Exploration and election ----->	2
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<ul style="list-style-type: none"> • Information about college or career choices is provided. 	<ul style="list-style-type: none"> • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The school implements career days with families and students. Teachers prepare lessons to encourage students to learn about different careers and colleges. School alumni are invited to meet with students and share their college and career experiences.</p>
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Academic Planning ----->	2
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<ul style="list-style-type: none"> • Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school has career days and alumni days to enlighten student's interest in attending college. The school curriculum is aligned with the Common Core Standards to prepare students with a rigorous academic program and to prepare them for college.</p>
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Enrichment & Extracurricular Engagement ----->	2
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<ul style="list-style-type: none"> • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>The school provides numerous material to enhance the student's knowledge and interest to nurture their talents and interest in all genres. The school uses technology, hands-on material, and magazines to promote and informed students' interest In college and career assignments.</p>
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College & Career Assessments ----->	3
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<ul style="list-style-type: none"> • Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> • The school promotes preparation, participation, and performance in college and career assessments. 	<p>All staff members have high expectations for student success and achievement. Staff members keep in contact with pass students and their accomplishments. Teachers come in early or stay late to tutor students who need the help. All school rules are fair and students are allowed to have a voice in school activities. Students with disabilities are included in all school activities and are encourage to participate with their peers.. The school has set a routine practice to connect teaching strategies to student needs that integrates higher level thinking skills</p>	
<p>College & Career Admissions and Affordability -----></p>			<p>2</p>
<ul style="list-style-type: none"> • Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>The school provide families with material and comprehensive college information. Material is posted and displayed on student hall bulletin boards.</p>	
<p>Transitions -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> • The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The principal has developed a monthly newsletter that is sent home to all stakeholders. All stakeholders are welcome to participate in all school activities. Families are notified every 5 weeks on student progress. Families are welcomed to visit the school and volunteer or visit classrooms daily. Teachers keep up on all student progress and call families to discuss student progress. The principal works with LSC, parents, and community leaders to foster an environment where all stakeholders are encourage to participate in developing an effective learning environment for all student.</p>	
<p>Use of Discretionary Resources -----></p>			<p>3</p>

DIMENSION 7: Resource Alignment

<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The principal has aligned discretionary funds to purchase material, update technology, and other learning tools to enhance student learning to increase student achievement at all grade levels. Classes have been set up to involve families to improve student achievement and promote college and career readiness.</p>
<p>Building a Team -----></p>		<p>3</p>
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The principal and the ILT team have develop criteria to seek out and hire the best employees that know how to effectively differential classroom instruction to meet the needs of all students. Employee must be an effective teacher familiar with Common Core Standards and Math Domains and understands the process for developing standards s-based units.</p>
<p>Use of Time -----></p>		<p>3</p>
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The schools’ “right fit” schedule is based on differentiating classroom instruction to meet the needs of all students. Based on the believe that all students can learn, if taught at their appropriate learning levels, differentiating instructions allows teachers to meet the students’ needs so they will be successful. It requires planning, commitment, and acknowledgment that equals an increase in students’ abilities, experiences, and interests that will help all students to become college and career ready.</p>

Mission & Strategic Priorities

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

Mission Statement

The mission of the Carver Elementary School and Wheatley Child Parent Center is to educate all students to their highest potential. The staff will provide high quality instruction that supports differentiating learning styles to meet the needs of all students. We will provide a safe learning environment where expectations are high for all students to achieve.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading	Improve students' reading levels based on Dibels and Scantron assessments
2	Math	Improve students' math levels based on math Dibels and Scantron assessments
3	Science	Improve students' science levels based on ISAT and classroom assessments
4	Attendance	Improve students' attendance based on school's report card
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
Reading. Implement a differentiated reading program with interventions to meet the needs of all students. Teachers will use the Common Core goals to aligned literacy instruction to support high quality text incorporating manipulative material and technology to increase students' understanding and achievement.	To improve students' reading levels based on the Dibels and Scantron assessments. We scored our school a "2" in intervention" on the SEF. We must improve the rigor in classroom instruction to increase our literacy curriculum which is about 60%. By implementing more interventions and differentiating classroom instructions we will improve students achievement levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ongoing PD to implement Common Core State Standards aligned with literacy instruction. Audit classroom material aligned existing material to the Common Core State Standards. Conduct teacher observations in all grades Pre-K - 8 th grades.	After School/ Extended Day	All	Principal/ ILT Team	Quarter 1	Quarter 4	On-Track	Common Core Professional Development Sessions are planned for all teachers to aligned the ELA Common Core State Standards to improve student achievement in reading across the curriculum.

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
Math. We will implement a more differentiated math program with more interventions to meet the needs of all students. Teachers will use the Common Core goals to aligned math instruction to support high quality text incorporating manipulative and technology to increase students' understanding and achievement.	To improve students' math skills based on the classroom and Scantron assessments. We scored our school a "2" in intervention" on the SEF. We must improve the rigor in classroom instruction to increase our math curriculum which is about 64%. By implementing more interventions and differentiating classroom instructions we will improve students achievement levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ongoing PD to implement Common Core State Standards aligned with math domains. Audit classroom material aligned existing material to the Common Core State Domains. Conduct teacher observations in all grades Pre-K - 8 th grades.	After School/ Extended Day	All	Principal/ILT team	Quarter 3	Quarter 4	On-Track	Core Professional Development Sessions are planned for all teachers to aligned the math Common Core State Domains to improve student achievement in math across the curriculum.

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
Science. We will implement a more differentiated hands-on science program with more interventions to meet the needs of all students. Teachers will use the Common Core goals to aligned and incorporate more rigor science instruction to support high quality text incorporating manipulative and technology to increase students' understanding and achievement.	To improve students' science skills based on the classroom and ISAT assessments. We scored our school a "2" in intervention" on the SEF. We must improve the rigor in classroom instruction to increase our science curriculum which is about 50%. By implementing more interventions and differentiating classroom instructions we will improve students achievement levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ongoing PD to implement Common Core State Standards aligned with science curriculum. Audit classroom material aligned existing material to the Common Core State Standards. Conduct teacher observations in all grades Pre-K - 8 th grades.	Instruction	All	Principal/ILTs/Teachers	On-going	Summer 2013	On-Track	Core Professional Development Sessions are planned for all teachers to aligned the science Common Core State Standard to improve student achievement in science across the curriculum.

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
We will continue to implement the PBIS program throughout the school to improve student attendance. And to cut down on out of school suspensions. Continue to encourage parents to make sure students are attending school daily and on time.	To improve student attendance rate to increase student achievement. Current our school's student's attendance's rate is around 90%. All staff will work on increasing students attendance by using PBIS strategies, continue school and classroom incentives incentives.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All staff will continue to align the PBIS plan school-wide and in classrooms to reduce the number of out of school suspensions and focus on maximizing positive instructional time for all students.	Instruction	All	All Staff	Summer 2012	Quarter 4	On-Track	Monitor student attendance and school disciplines weekly. Staff will continue to implement the PBIS strategies to improve student attendance. Parents will receive daily calls and attendance slips to

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

Mission Statement

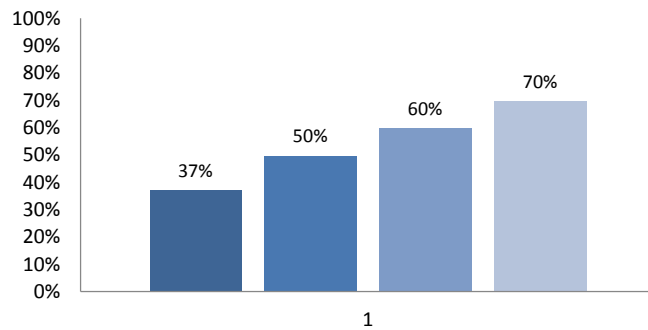
The mission of the Carver Elementary School and Wheatley Child Parent Center is to educate all students to their highest potential. The staff will provide high quality instruction that supports differentiating learning styles to meet the needs of all students. We will provide a safe learning environment where expectations are high for all students to achieve.

Strategic Priorities

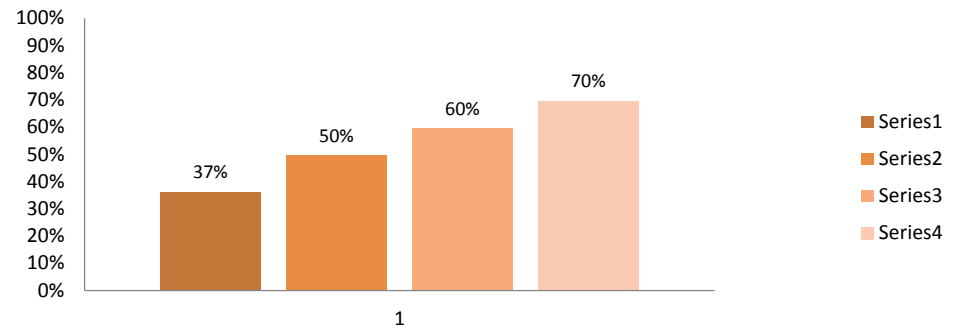
1. Reading
2. Math
3. Science
4. Attendance

School Performance Goals

Literacy Performance Goals



Math Performance Goals



SY2013 CIWP & Budget Approval Form

Use this form as CIWP and Budget approval for SY2013. Submit a copy of this form to the Chief of Schools for your network and keep a copy on file to verify that the CIWP and Budget have been approved.

Required Documents Included

Please check all that apply

- Continuous Improvement Work Plan
- Parent Involvement Policy/Compact *(required for Title I eligible schools only)*
- Fund Compliance *(required for Title I eligible schools only)*
- Capital Outlay *(required for Title I eligible schools only)*
- Attendance Plan *(required for schools with a 2010-2011 attendance rate below 95%)*

LSC Approval of CIWP and Budget

Date: _____

	Yes		No
LSC Approval:			
"Yes" votes	<input style="width: 40px; height: 25px;" type="text"/>		<input style="width: 40px; height: 25px;" type="text"/>
Abstentions	<input style="width: 40px; height: 25px;" type="text"/>		<input style="width: 40px; height: 25px;" type="text"/>
Vacancies	<input style="width: 40px; height: 25px;" type="text"/>		<input style="width: 40px; height: 25px;" type="text"/>
	Total Count		<input style="width: 40px; height: 25px;" type="text"/>

Principal Approval of CIWP and Budget

Date: _____

Principal
 (sign) _____
 (print) _____

Network Approval of CIWP and Budget

LSC Chair

(sign) _____

(print) _____

PAC Chair

(sign) _____

(print) _____

Date: _____

Network Chief of Schools

(sign) _____

(print) _____

Date	Comments