CIWP

Edward Coles Elementary Language Academy

Skyway Elementary Network

8441 S Yates Blvd Chicago, IL 60617

ISBE ID: 150162990252136

School ID: 609862

Oracle ID: 22771

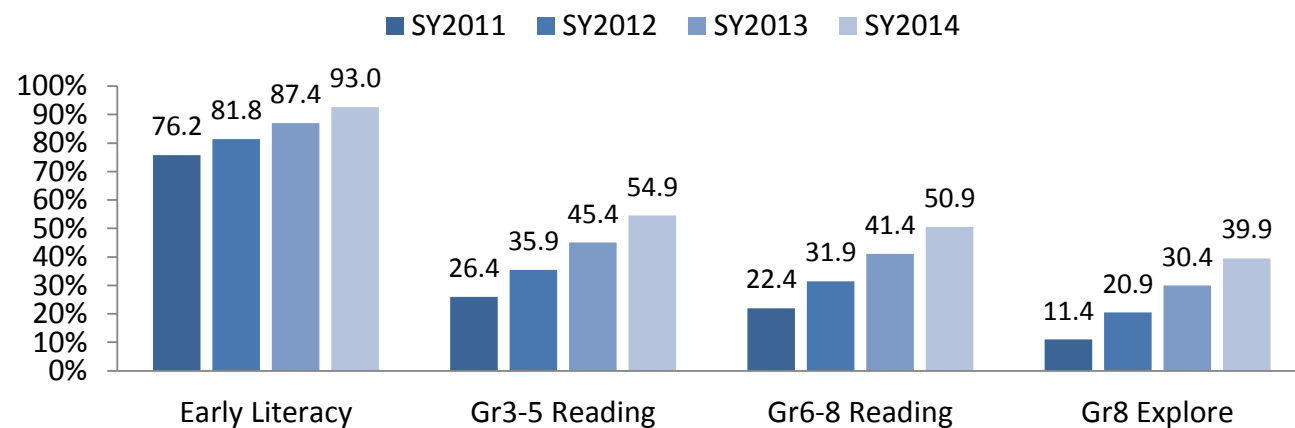**CHICAGO PUBLIC SCHOOLS | CPS**

Mission Statement

The mission of Edward Coles Model to Excellence language Academy is to provide a high-quality educational experience that focuses on the issues related to the diverse needs of our students, while providing our students with the intellectual skills needed to compete and succeed in our global community. It is the mission of Edward Coles Model for Excellence Language Academy that all students (general education and students with disabilities) become independent and positive, contributing members of society.
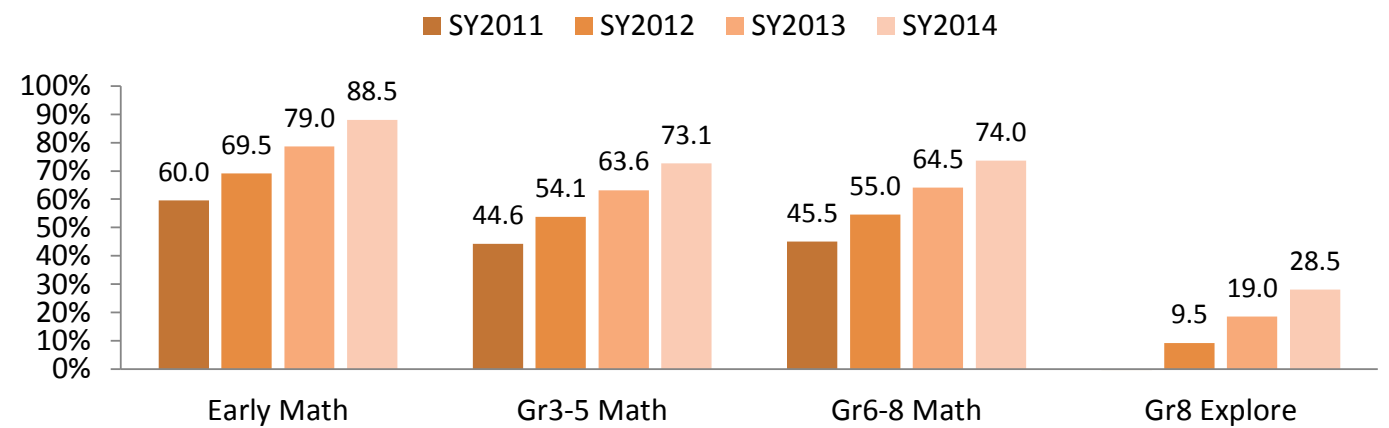
Strategic Priorities

1. Develop a team to support instruction coaching for new teachers and provide ongoing support for current teachers.

2. Provide uniform and cohesive resources and curriculum aligned with CCSS, while integrating technology.

3. Establish systems in place at Coles Elementary that will prepare all students for college and career readiness.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	76.2	81.8	87.4	93.0
Gr3-5 Reading	26.4	35.9	45.4	54.9
Gr6-8 Reading	22.4	31.9	41.4	50.9
Gr8 Explore	11.4	20.9	30.4	39.9

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	60.0	69.5	79.0	88.5
Gr3-5 Math	44.6	54.1	63.6	73.1
Gr6-8 Math	45.5	55.0	64.5	74.0
Gr8 Explore		9.5	19.0	28.5

Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Edward Coles Elementary Language Academy

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
Jeff Dase	Principal
El-Roy Estes	Assistant Principal
Shirley Bester	Classroom Teacher
Pamela Foster	Classroom Teacher
Alicia Brown	Classroom Teacher
Tamika Ball	Classroom Teacher
Lauren Wolff	Classroom Teacher
Tara Jackson	Support Staff
Tamarra Everett	LSC Member
Apryl Moore Beasley	Parent/ Guardian
Elmore Smith	Support Staff
Elyssia Evans	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Edward Coles Elementary Language Academy

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	76.2	81.8	87.4	93.0	**Early Math** % of students at Benchmark on mClass	60.0	69.5	79.0	88.5

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.4	35.9	45.4	54.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.6	54.1	63.6	73.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.7	64.5	73.7	83.2	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	72.5	79.3	86.1	92.9

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.4	31.9	41.4	50.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	45.5	55.0	64.5	74.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.6	32.1	71.6	81.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	72.1	79.0	85.9	92.8

8th Grade									
Explore - Reading % of students at college readiness benchmark	11.4	20.9	30.4	39.9	**Explore - Math** % of students at college readiness benchmark	0.0	9.5	19.0	28.5

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.6	96.1	96.6	**Misconducts** Rate of Misconducts (any) per 100	24.9	20.0	15.1	10.5

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	65.1	74.6	84.1	93.6	**ISAT - Reading** % of students exceeding state standards	5.7	15.2	24.7	34.2
ISAT - Mathematics % of students meeting or exceeding state standards	79.1	83.7	88.3	92.9	**ISAT - Mathematics** % of students exceeding state standards	16.7	26.2	35.7	45.2
ISAT - Science % of students meeting or exceeding state standards	56.3	65.8	75.3	84.8	**ISAT - Science** % of students exceeding state standards	4.7	14.2	23.7	33.2

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.	The school has established several measures for student achievement aimed at narrowing the achievement gap, such as TRC, Scantron, DIBELS, mClass Math, ISAT, and S.M.A.R.T goals. We follow Polk Bros. pacing guide/priorities from DePaul University school of Education. Our teachers analyze, utilize, and track data from the assessments previously mentioned. We have a working RTI program to establish goals and action plans for specific struggling students.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Coles principal has a clear vision of how to close the achievement gap at our school. . There is a system in place to observe teachers and provide quality feedback for continuous improvement. The principal also provides frequent feedback from Common Planning meetings, submitted learning priority evidence, weekly focus evidence, student data-trackers, completion of administrative directives, etc. Principal provides teachers with opportunities consisting of a wide array of activities and professional development. Participation in the LSC, PAC, staff professional development, and ongoing activities provide a line of communication for parents, students, and staff to understand the vision of the school.	

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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	Teacher learning and expertise is shared after engagement in professional learning activities, as well as at weekly team teacher/departmental/LRE meetings. Many teachers present to the staff what they feel would be beneficial to all. All teachers all have an equal voice, and are open and honest when discussing how each grade level is running, as well as any changes that may need to be made. Teachers are given an opportunity to be involved in the success of the school by being involved in a committee. Some examples of leadership roles that teachers take part in are the following: RTI Team, SIPAA/CWIP Team, Staff Lead PD, Union Rep, and ILT. Not all teachers are actively involved in the committees that are provided by the school. There also seems to be a slight lack of transparency from the LRE to the rest of the staff. There is also a lack of representation among the Special Education Dept. on the ILT.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		3
• 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	Coles School has an effective ILT Team consisting of teachers from various areas of expertise. The ILT Team provides the school with whole staff PD's to share with teachers valuable information pertinent to professional growth. This aims to improve teaching and learning school-wide. All teachers may share their data, comments, and concerns with their departmental ILT representative at weekly team teacher meetings. Select data from specific teachers is analyzed and reflected upon often. ILT does not always analyze qualitative and quantitative data.	
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.	Teachers analyze all data from district assessments and progress monitoring tools, such as Scantron, DIBELS, ISAT, mClass, and TRC. Analysis of the data collected from the above is done individually, as well as in a group setting at departmental meetings. Based on such analysis, teachers are able to differentiate and modify instruction according to the individual and small group student needs.	

Date Stamp November 22, 2012

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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.	Our school has a scope and sequence based on the Polk Bros. Foundation, sponsored by DePaul University School of Education. Individual curriculum mapping also plays a major role in instructional development. Instructional plans are all grade-level appropriate, and differentiated to specific students' needs. Although current instructional plans are aligned to the Illinois State Standards, many teachers have begun to align their instruction to the Common Core Standards. Text use for instruction does expose all students to a grade appropriate level of complexity, and IEP ensures students with disabilities have access to core content knowledge and skills.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level or course team has a set of instructional materials that are aligned with State Standards, such as the Polk Bros. Foundation pacing guide, Storytown curriculum, Everyday Math, Foss, etc. Instructional materials are supportive of students with disabilities, and accommodations are made to meet all students' needs. A resource room of instructional materials is available to support students with disabilities as well. Improvements could be made to address various learning styles, as support is often lacking for students' whose learning needs are at much lower levels than	

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.	Data trackers are in place to measure student growth on standardized assessments and are readily available outside classroom. However, these assessments do not always paint a complete picture of students learning, as they are not ongoing or monitored on a frequent basis. Students are also given benchmark assessments aligned to ISBE standards. Each grade level uses a variety of assessments, such as diagnostic, benchmark, formative, and summative, in order to monitor student learning on a frequent basis. Special needs students are provided with assessment accommodations and modifications according to their IEP´s.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Objectives and student goals, aligned to Common Core and Illinois State Standards, are posted on the board in student-friendly language to guide daily instruction. Lessons are grade-level appropriate and taught at an appropriate pace. Teachers implement strategies to target higher-order thinking skills on a regular basis. Teachers also use a variety of formative assessments and monitor student growth weekly. The usage of assessment and scaffolding of instructional delivery varies based on their students' individual needs. Regular peer-observations, Dr. Radner's Framework, and Polk Bros. Foundation Weekly Focus skills provide teachers with ongoing support to sustain optimal instructional quality.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Interventions are in place school-wide. We have a working RTI program in place that screens standardized assessment data to identify students in need of individualized intervention. Double-block scheduling in Reading and Math, with push in support from Special Education Services, is another form of support for struggling learners. Decisions about planning interventions should also be based on classroom work, formative and summative assessments. We may want to focus on what the student "can" do, as opposed to each student's weakness as indicated on the standardized test data. In other words, as opposed to creating interventions solely based on performance assessments, we may want to create more skill-focused interventions.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Whole staff professional development occurs weekly, and on designated professional development days. An agenda and minutes of meetings are prepared and regularly evaluated at ILT meetings. Professional development is usually aligned to the school's improvement goals, but some workshops lack content across the curriculum and/or follow-up from many of the outside vendors. Teachers are allowed, and often encouraged to attend outside professional development based on each teacher's individual needs and/or subject area.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		4
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	All teachers participate in weekly Teacher Team & Departmental meetings to analyze progress-monitoring and formative/ summative assessment data. This data analysis is used to create action plans which help in designing quality instruction. Teams consist of classroom teachers, ILT members, and special education teachers. LRE Clinicians also meet with the entire staff on a monthly basis to discuss the individual needs of students receiving LRE interventions. Meeting agendas and discussion minutes are submitted to administration following each meeting. Teachers also keep collaboration logs, in which they record regular meetings and conversations concerning students with disabilities that they service together.	
	Instructional coaching	-->		2
	• 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.	New teachers are provided with effective induction support through district programs. Teachers also receive quality feedback from administration that supports their individual growth. Teachers are observed, and meet with administration for post-observation feedback. Administrative feedback is also provided on quarterly evidence binders, weekly-skill focus folders, etc. Peer-observation is also used as a form of coaching. Teachers discuss observations with each other to improve quality of instruction. Push-in instructional coaches are virtually non-existent, except in the case of 1st-3rd year teachers. Veteran teachers often need assistance and feedback in order to promote best practice. Overall, coaching is evident, but inconsistent, and quality feedback could be improved upon.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	A basic college going culture is depicted through "College Readiness Bulletin Boards" and college flags placed above classroom doors. Students have opportunities for authentic leadership and voice through the History and Science Fair. No effective plan to build and maintain a college-going culture has been established.	
	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.	Relationships are present among many students and adult advocates that extend beyond the school hours. Some of the initiatives at Coles are the following: Staff/Student Mentoring, Brotherhood Books and Ballin,' Girls Night Out Event, Father-daughter Dance. Students with disabilities engage with the school community through high school visitation trips and social integration at the local school level.	
	Behavior& Safety	-->		**3**
	• 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 Coles community feels the school offers a safe environment. The school has PBIS and monthly misconduct reporting in place. PBIS is not implemented consistently.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parent Portal workshops are hosted to teach parents how to view their child's grades online. Families are also able to track their student's growth by viewing classroom data tracker posters displayed outside of each classroom. Achievement incentives are also offered to students and parents on a regular basis. The Edward Coles Website, PAC, and Coles Parental Involvement Committee all serve as a function to ensure families are involved and well-informed.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Principal keeps families informed about expectations and standards. Two- way communication is noted through communication logs and school/home connection. Students have a weekly Friday- folder to bring information to their parents. Administration has an "open door" policy and welcomes families and visitors to Coles.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school has a positive relationship with the community. Parents are invited to events, such as our annual Family Literacy, Math Night, Holiday Assembly, History Fairs, BET achievement awards, Fright Night, as well as many others.	

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 provides required services to students within the school building/typical school hours, as well as occasional home visits. Coles offer many educational support programs after school to increase academic achievement.	
College & Career Exploration and election	--->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Coles conducts an annual college and career fair to help motivate students to do well academically. The importance of higher education is emphasized.	
Academic Planning	--->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Teachers design lessons and classroom visits that target student interests. Students are exposed to a wealth of career options through these lessons, as well as visits from professionals on Career Day. Students participate in the Explore and PSAE test. Counseling on high-school choices is also provided to students.	
Enrichment & Extracurricular Engagement	--->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Upper grade students express their future job and extracurricular interest through the Explore Assessment. Students take part in various activities such as tutoring, golf, track, green/student council, basketball softball, cheerleading, flag football, SES programs,	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	8th grade students participate in the EXPLORE assessment, and Coles hosts an annual College/Career day.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Weekly Friday folders are sent home throughout the year. Benchmark reports and informational meetings are conducted to ensure parents understand the requirements for grade promotion. Counselors and classroom teachers provide support for students who are transitioning from 8th grade into high school. High school tours are conducted by the counselor.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• 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 actively identifies and pursues opportunities for outside funding and community partnerships. Teachers have pursued grants, such as a science grant as well as the 21st Century funding for after school programs. Coles also participates in various fundraising events. Funding is available for regular student incentives.	
	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.	There are a sufficient number of teachers in all subject areas to serve the general education and special education population. There is a multistep interview process in place to thoroughly assess candidate qualification. Candidates are required to demonstrate a lesson prior to hiring and are assessed on their expertise and knowledge. Staff input is welcome during the new- hire interview process.	
	Use of Time	-->		**3**
	• 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.	Coles School has a double block schedule to support all students in the area of ELA and Mathematics. RTI is in place for students who are struggling in core subject areas. In addition, the school also has school-wide growth goals such as ISAT, DIBELS, TRC, mclass, and Scantron. However, structured interventions in dedicated blocks are inconsistent from class to class. Time is allotted for bi-weekly teacher team meetings and monthly departmental meetings. K-3 is self-contained and 4th-8th grades are departmental.	

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 Edward Coles Model to Excellence language Academy is to provide a high-quality educational experience that focuses on the issues related to the diverse needs of our students, while providing our students with the intellectual skills needed to compete and succeed in our global community. It is the mission of Edward Coles Model for Excellence Language Academy that all students (general education and students with disabilities) become independent and positive, contributing members of society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop a team to support instruction coaching for new teachers and provide ongoing support for current teachers.	By strenghtening one of our lowest lever (instruction coaching), our teachers will be equipped with the skills that will address students needs.
2	Provide uniform and cohesive resources and curriculum aligned with CCSS, while integrating technology.	By providing students with most up to date resources and technology will better prepare them to compete in a global society.
3	Establish systems in place at Coles Elementary that will prepare all students for college and career readiness.	Students will be equipped with the skills needed to be ready for higher education and job readiness.
4	Optional	
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Edward Coles Elementary Language Academy

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
Develop a team to support instruction coaching for new teachers and provide ongoing support for current teachers.	By strenghtening one of our lowest lever (instruction coaching), our teachers will be equipped with the skills that will address students needs.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop an instructional coaching team	Professional Development	Not Applicable	Designated Mentor Teacher	Summer 2012	Summer 2012	On-Track	Milestone has not been implemented
Provide new teachers with preliminary checklist and informal walkthrough, workshop, and training on local school criteria	Professional Development	Not Applicable	Administration and Mentor Teacher	Quarter 1	On-going	On-Track	Milestone has not been implemented

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
Provide uniform and cohesive resources and curriculum aligned with CCSS, while integrating technology.	By providing students with most up to date resources and technology will better prepare them to compete in a global society.

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Make inventory of current curriculum, resources, and books in each subject area that are aligned to CCSS.	Instructional Materials	All	Classroom Teachers	Quarter 4	Summer 2012	On-Track	Milestone has not been implemented
Compile a list of curriculum, resources, and books that each subject areas will need for SY 2012/2013	Instructional Materials	All	Classroom Teachers	Quarter 4	Summer 2012	On-Track	Milestone has not been implemented
Develop a curriculum team to oversee curriculum and resources	ILT/ Teacher Teams	All	Designated Teachers	Quarter 4	Summer 2012	On-Track	Milestone has not been implemented
Establish and create a pacing guide of skills and strategies to be implemented throughout the year	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 4	Summer 2012	On-Track	Milestone has not been implemented

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
Establish systems in place at Coles Elementary that will prepare all students for college and career readiness.	Students will be equipped with the skills needed to be ready for higher education and job readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a College and Career Committee to oversee milestones	ILT/ Teacher Teams	All	Classroom teachers and College/Career Committee	Quarter 1	Quarter 1	On-Track	Milestone has not been implemented
Provide early and ogoing exposure to experiences and information necessary to make informed decsion to selecting college and/or career through pre and post survey and inventory	Supplies	All	Classroom teachers and College/Career Committee	Quarter 1	Quarter 4	On-Track	Milestone has not been implemented
Invite at least two Colleges and/or University representative to speak to students about the importance of a higher education	Other	All	College and Career Support Committee	Quarter 2	Quarter 3	On-Track	Milestone has not been implemented
Expose 50% of 8th graders to different colleges and careers through walking field trips,110 hours career learning/service hours, and parent and community members	Other	All	College and Career Support Committee	Quarter 1	Quarter 4	On-Track	Milestone has not been implemented

Strategic Priority 3

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

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to work on comprehension skills across the curriculum using a variey of genres (ie. Independent reading, content specific topic and research	Instruction	All	Middle-School Teachers	Quarter 1	On-going	On-Track	

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
Teachers will create interdisciplinary unit of study to create multiple exposures to address the common core standards	Instruction	All	Intermediate Department	Quarter 1	On-going		