



Mission Statement

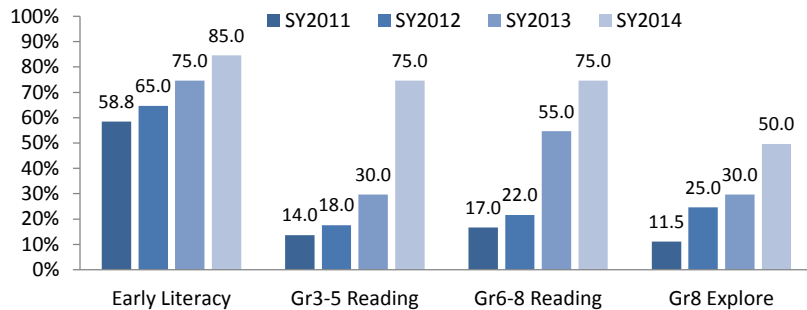
At Anna R. Langford Community Academy, we will provide high quality instruction that supports all of our students by providing enriched, rigorous and engaging learning experiences with strong parental and community supports. Through these efforts, all of our students will be prepared for success in college and beyond.

Strategic Priorities

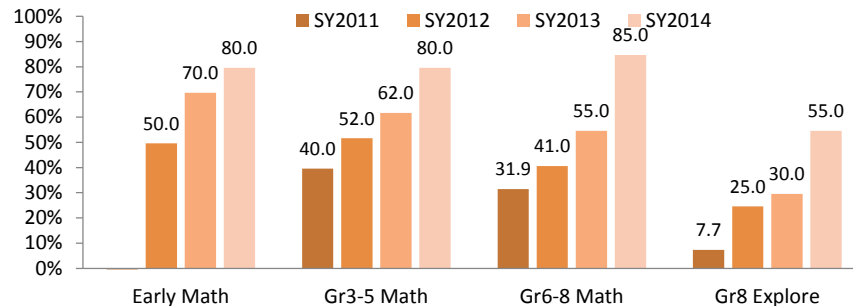
1. Increase reading achievement schoolwide.
2. Increase math achievement schoolwide.
3. Increase science achievement schoolwide.
4. Improve attendance schoolwide
5. Increase parental Involvement schoolwide

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

| School Name | |
|---|------------------------------------|
| To get started, please select your school's name from the drop down list: | Anna R. Langford Community 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 |
| Dr. Lynn McGinnis-Garner | Principal |
| Mrs. Alfred | Assistant Principal |
| Ms. Norise | Classroom Teacher |
| Ms. Ruff | Classroom Teacher |
| Ms. Leeth | Special Education Faculty |
| Mrs. Peoples | LSC Member |
| Ms. Campbell | Counselor/Case Manager |
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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 | 58.8 | 65.0 | 75.0 | 85.0 | Early Math % of students at Benchmark on mClass | NDA | 50.0 | 70.0 | 80.0 |
| 3rd - 5th Grade | | | | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 14.0 | 18.0 | 30.0 | 75.0 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 40.0 | 52.0 | 62.0 | 80.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 52.8 | 55.0 | 65.0 | 80.0 | 6th - 8th Grade | | | | |
| 6th - 8th Grade | | | | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 17.0 | 22.0 | 55.0 | 75.0 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 31.9 | 41.0 | 55.0 | 85.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 44.9 | 50.0 | 60.0 | 75.0 | 8th Grade | | | | |
| 8th Grade | | | | | Explore - Math % of students at college readiness benchmark | | | | |
| Explore - Reading % of students at college readiness benchmark | 11.5 | 25.0 | 30.0 | 50.0 | Explore - Math % of students at college readiness benchmark | 7.7 | 25.0 | 30.0 | 55.0 |



Elementary Goal Setting

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Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|--|--------|-------------|-------------|-------------|
| Attendance Rate Average daily attendance rate | 91.8 | 93.0 | 95.0 | 98.0 | | | | | |
| Misconducts Rate of Misconducts (any) per 100 | 29.0 | 20.0 | 15.0 | 10.0 | | | | | |

State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| ISAT - Reading % of students meeting or exceeding state standards | 55.8 | 65.0 | 75.0 | 80.0 | | ISAT - Reading % of students exceeding state standards | 7.5 | 15.0 | 20.0 | 25.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 68.3 | 75.0 | 80.0 | 85.0 | | ISAT - Mathematics % of students exceeding state standards | 12.6 | 15.0 | 20.0 | 25.0 |
| ISAT - Science % of students meeting or exceeding state standards | 51.3 | 55.0 | 60.0 | 65.0 | | ISAT - Science % of students exceeding state standards | 2.6 | 5.0 | 10.0 | 15.0 |

School Effectiveness Framework

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| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|--|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 2 |
| | <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 goals for student achievement that is aimed at making incremental growth. We are putting in interventions to support students not on grade level, but we need additional support utilizing instructional strategies to move students. The school has established a clear theory of action that outlines the school's priorities that keeps us focused.</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 organizes the professional learning around major areas of focus (Common Core/Teacher Evaluation) but more collaboration on the part of the teachers and their interest needs to be implemented. The Principal monitors instructional practices and some teachers with expertise in focus areas oversee and present PD to staff members. The principal has a schoolwide focus on college readiness and is promoting the theme schoolwide. The Principal provides monthly communication to families keeping them informed about activities within the school and the community. The Principal provides opportunities for parents to visit the school through our annual mother daughter tea, father son golf activity, math and literacy night, poetry slam, science night, open house, and other events.</p> | |

School Effectiveness Framework

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|---|------------|
| 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>The school has established committees for teachers to utilize their expertise and make contributions toward student learning. The school has put in place afterschool professional development sessions that center upon various topics such as literacy, math, science, school climate, teacher evaluation, curriculum mapping, etc. Many of the Professional development sessions are lead by ILT members. Teachers are encouraged to share their expertise of best practices with colleagues in professional development trainings.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Instructional Leadership Team (ILT) -----> | | | 3 |
| <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 school's instructional leadership team meets on a regular basis. They share best practices, analyze data, student work, implement best practices and evaluate assessment results. We facilitate a two way communication, and engage all staff in the decision making process. The ILT organizes some whole staff professional development activities. The ILT is reflective and inclusive of their instructional practices.</p> | |
| Monitoring and adjusting -----> | | | 3 |
| <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>The school analyzes assessments and monitors progress schoolwide. Many teacher utilize the data to make instructional decisions in the classrooms that results in improved student achievement. Teachers look at data and formulate next steps based on the data. We chart schoolwide results on our schoolwide CARS/CAMS Assessments</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <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. | Teachers follow the pacing guides set forth in their instructional materials. Teachers follow what is suggested by the pacing guides. They create their own formative assessments. Teachers are developing curriculum maps and units. | |
| | Instructional materials -----> | | | 4 |
| | <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). | Teachers have all of the materials needed to perform their professional duties. 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 | |
| <p>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.</p> | | | | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|---|---|------------|
| Assessment -----> | | | 3 |
| <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>Each grade level administers our schoolwide assessments monthly. Teachers chart students performance and address students weaknesses based on the results on the assessments. Every grade level pod gives weekly selection reading and math tests. Variety in the types of assessments are evident in most grades. Teachers give diagnostic tests in reading and math at the beginning of the year and the end of year and chart progress over time.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| <i>Instruction</i> -----> | | | 2 |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <p>Teachers utilize the schoolwide curriculum guides for instruction in reading and math. Teachers follow the prescribed pacing guides from the texts. Most teachers prefer whole group instruction. Teachers indicate the lesson objectives and align their instruction to the state standards. Teachers use low level questioning techniques.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|--|------------|
| Professional Learning | Intervention -----> | | | 3 |
| | <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 a working CARES Team that utilizes the School based learning approach to making decisions about students needing additional supports and interventions. Teachers must provide data to support students needing interventions. Teachers are given supports and interventions that Interventions include but are not limited to small group instruction, push in support, one on one support, tutoring and additional supports outside of the classroom. Interventions are monitored and adjustments are made based on progress.</p> | |
| | Whole staff professional development -----> | | | 4 |
| | <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 entire staff is encouraged to participate in all staff development sessions. The professional development sessions are closely aligned to the school priorities. Professional development sessions are relevant, collaborative, and instrumental to the academic success of our students and the professional growth of the staff. Schoolwide structures are in place to ensure consistencies throughout the building.</p> | |

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|---------------------|--|---|---|------------|
| DIMENSION 3: | Grade-level and/or course teams -----> | | | 3 |
| | <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>Grade level teams meet weekly. Teachers are involved in active sessions focusing on student achievement. Teachers have a regular opportunity to discuss student progress and share best practices with their colleagues. Some planning takes place during the grade level meetings. Teams are composed of general and special education teachers at the grade levels. Teacher teams share ideas and responsibilities for student growth. Teams are supported by the administrative team and the ILT members.</p> | |
| | Instructional coaching -----> | | | 3 |
| | <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>Coaching takes place through formal and informal interactions with teachers who need additional support in specific areas. Support by the principal and ILT members is always available. New teachers are provided with additional support by the principal and the lead teacher of the grade level the teacher is on. Teachers are given feedback and allowed to visit and observe colleagues as needed. Teachers are encouraged to be reflective in their instructional practices and areas where support is needed.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 4 |
| | <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>Staff members reinforce our Mission and Vision for students at Langford Academy. Staff members have high expectations for our students. We encourage and promote attending college in our monthly college day activities. Student council, and the student ambassadors are newly formed leadership groups within and around the school. Every student is encouraged to be and do their best.</p> | |
| | Relationships -----> | | | 3 |
| | <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 of the adults in the building care and respect students at Langford. Most of the students have an adult in the building that they feel comfortable talking to if they have problems or concerns that need to be addressed. Interactions between the adults and students are positive and respectful. We practice the PBIS rules of being safe, respectful and responsible. All students are included in all activities within the school. Students with disabilities are encouraged to participate in all of the activities that are offered within the school community. Students All students and engaged in the school</p> | |
| Behavior & Safety -----> | | | 3 | |
| | <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 practices and reinforces our 3 main PBIS agreements to : Be safe, responsible and respectful at all times. Students and classes are rewarded for exhibiting positive behavior. The staff is welcoming and respectful to all. The discipline is fair and consistent throughout the school. The school environment occasionally leads situations that are un-conducive to learning.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|--|--|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 4 |
| | <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. | Teachers keep parents informed through regular on-going communication by calling parents weekly, keeping accurate grades in gradebook so parents can get accurate reports through parent portal. Teachers send home reports focusing on students academic achievement quarterly. Students expectations for each grade level are distributed to parents to keep them informed of the standards for each grade. The school provided parents with opportunities for students to engage in programs and enrichment activities outside of the school. | |
| | Ongoing communication -----> | | | 4 |
| | <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. | Weekly communication folders, monthly newsletters and calendars, and automatic outcalling system and the marquee are utilized to advertise activities. Flyers and notices are sent home regularly and information is posted in and around the school and in the main office. | |
| Bonding -----> | | | 4 | |
| | <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 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 establishes a positive, nurturing, welcoming, learning environment. The principal leads the work to get parents involved in school activities. Parents are encouraged and welcome to visit the school. School assemblies and programs are held to encourage and engage parents in the learning environment such as the Spelling Bee, Music Concerts, assembly programs, Science Fairs, Poetry Jams etc. | |

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 |
|--|---|---|--|------------|
| N 6: College and Career Readiness Supports | Specialized support -----> | | | 4 |
| | <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. | Staff members conduct home visits and keep in regular communication with parents through weekly family contacts and social agencies are coordinated to support families in need. | |
| | College & Career Exploration and election -----> | | | 4 |
| | <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. | Students are expected to attend college. Topics about college and high schools, and various career choices are done on a regular basis. Students participate in researching schools and careers. Seniors visit our school and discuss careers and experiences with the students always encouraging students to make informed and good career and | |
| Academic Planning -----> | | | 4 | |
| <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. | Students are provided with opportunities to visit high schools and Colleges. Students are given information regarding requirements for entrance and are encouraged and allowed to reseach and visit schools of interst. | | |
| Enrichment & Extracurricular Engagement -----> | | | 4 | |
| <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. | The school ensures that all students are involved in extra curricular activities and equitable exposure to a wide range of quality programs, opportunites, and expereincesthat support students interests and talents. | | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---------------------------|--|---|---|------------|
| DIMENSIO | College & Career Assessments -----> | | | 3 |
| | <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>The school works to prepare our students to be prepared for the practice ACT/Explore tests. Students are exposed to various careers through guest speakers and other quality programs and experiences.s.</p> | |
| | College & Career Admissions and Affordability -----> | | | 3 |
| | <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>Students in the middle grades are provided with informatin regarding the types of colleges, college costs and other informative informatin about college.</p> | |
| Transitions -----> | | | 3 | |
| | <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 school works to ensure effective transitions between allgrades. The school offers students experiences in high schools and colleges through college tours and high school shawdow opportunities.</p> | |

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 -----> | | | 4 |
| | <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 school allocates discretionary spending to align with the identified needs and strategic priorities. The school seeks out additional resources to support the schoolwide initiatives. The school maintains and focuses on student achievement and growth necessary for every student to graduate college and career ready.</p> | |
| | Building a Team -----> | | | 3 |
| | <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>All or nearly all applicants have little or no connection to the school. Grade level teams are intentionally designed to support the students they serve. Interviews consist of the principal and a team for the school. Opportunities for candidates to demonstrate their skills is part of the interviewing process.</p> | |
| Use of Time -----> | | | 3 | |
| | <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 schedule is based on the number of minutes per subject and courses. Teachers have the opportunity to collaborate during the school day/week. Struggling students receive structured interventions in dedicated blocks.</p> | |

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

At Anna R. Langford Community Academy, we will provide high quality instruction that supports all of our students by providing enriched, rigorous and engaging learning experiences with strong parental and community supports. Through these efforts, all of our students will be prepared for success in college and beyond.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|--|---|
| 1 | Increase reading achievement schoolwide. | If we provide quality literacy instruction for all students aligned to the CCCS, monitor student progress, provide interventions early to support students in areas of need, and encourage students to read daily and often, our students will improve reading achievement schoolwide. |
| 2 | Increase math achievement schoolwide. | If we provide quality math instruction for all students aligned to the CCCS, utilize manipulatives in daily lessons, provide opportunities for students to problems solve, progress monitor for mastery of content, and provide supports where needed, our students will improve math achievement schoolwide. |
| 3 | Increase science achievement schoolwide. | If we provide students with regular opportunities to engage in quality science instruction, hands-on experiences utilizing the scientific methods, and monitor student progress for Mastery and provide academic support where it is needed, our students will increase science achievement schoolwide. |
| 4 | Improve attendance schoolwide | If we monitor, promote and acknowledge students and teachers for attendance and punctuality, we will ensure that students are in school and receiving the maximum number of hours of instruction which will improve their academic success overall. |
| 5 | Increase parental Involvement schoolwide | If we provide quality learning opportunities for parents and provide resources for parents to work with their students, teachers, and the administration we will increase parent participation in schoolwide activities. |

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 |
|--|--|
| Increase reading achievement schoolwide. | If we provide quality literacy instruction for all students aligned to the CCCS, monitor student progress, provide interventions early to support students in areas of need, and encourage students to read daily and often, our students will Improve reading achievement schoolwide. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|--------------|-------------------|-------------|-----------|--------|-----------------------|
| Increase student achievement in reading on assessments by the end of the year. | Instruction | All | All | Summer 2012 | | | |
| Purchase additional resources to support reading in the classrooms schoolwide. | Instructional Materials | All | All | Summer 2012 | | | |
| Align assessments to the core curriculum schoolwide | Professional Development | All | All | Summer 2012 | | | |
| Provide professional development in Best Practices for reading. | Professional Development | All | All | Summer 2012 | | | |
| Align the reading curriculum to the Common Core Standards | Professional Development | All | All | Summer 2012 | | | |
| Purchase Novel units to support reading in the classrooms schoolwide. | Instruction | All | All | Summer 2012 | | | |
| Provide Reading Night Activites for parents | Other | All | All | Quarter 1 | | | |
| Incorporate the balanced literacy approach in all classrooms | Instruction | All | All | Quarter 1 | | | |
| Create curriculum maps for the year in literacy | Instructional Materials | All | All | Summer 2012 | | | |
| Have monthly professional Development sessions focused on literacy | Instruction | All | All | Summer 2012 | | | |
| Purchase software to support students deficits in literacy. | Instructional Materials | All | All | Summer 2012 | | | |
| Purchase scholastic magazines to support cross curriculum instruction | Instructional Materials | All | All | Summer 2012 | | | |
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Strategic Priority 1

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Strategic Priority 2

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Strategic Priority 3

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Strategic Priority 4

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Strategic Priority 5

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