



2012-2014 Continuous Improvement Work Plan

Arthur Dixon Elementary School

Skyway Elementary Network

8306 S Saint Lawrence Ave Chicago, IL 60619

ISBE ID: 150162990252161

School ID: 609887

Oracle ID: 22971



Mission Statement

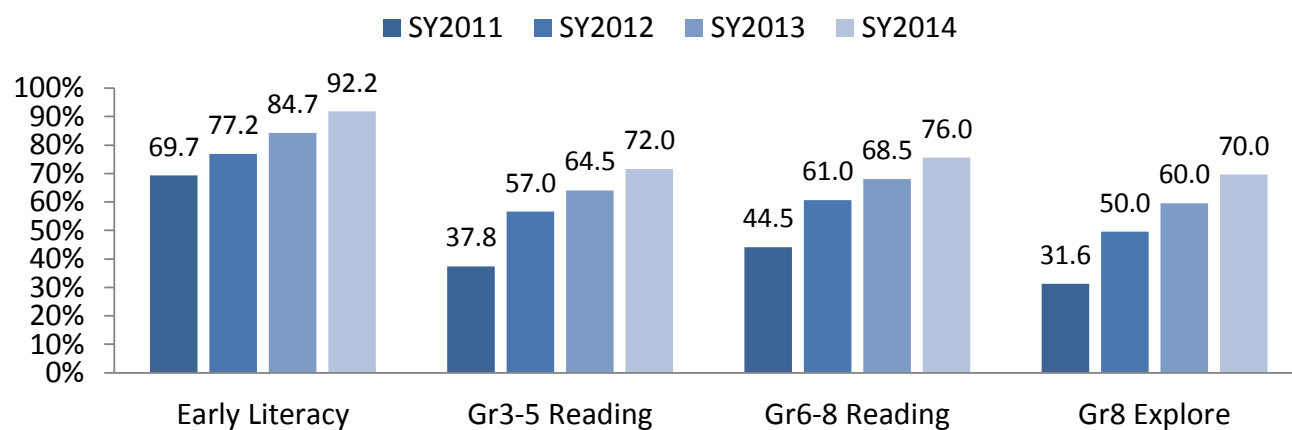
Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents, and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology, and the incorporation of the Arts, we will continue to provide academic programs that support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global society.

Strategic Priorities

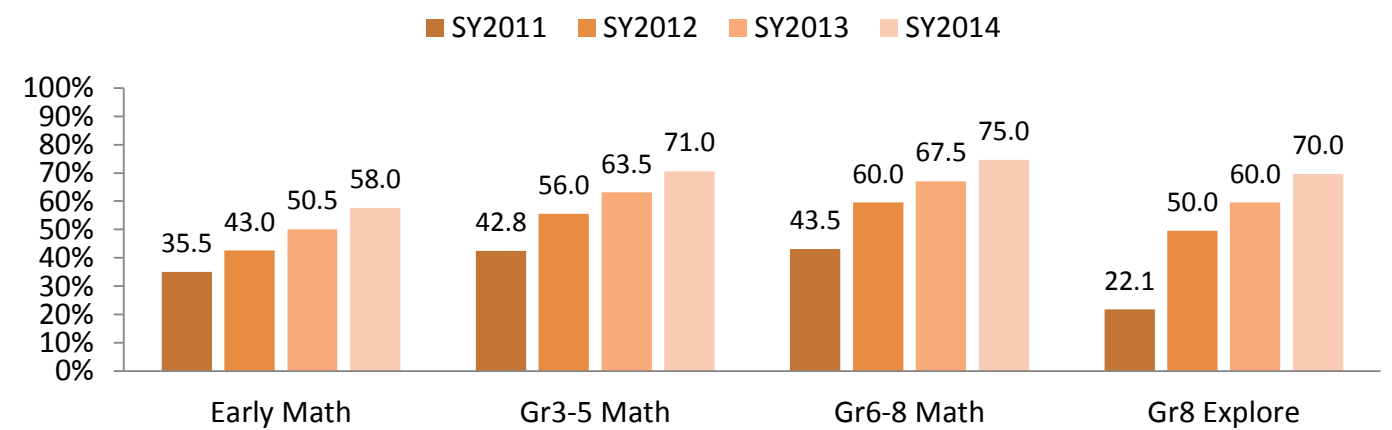
1. Provide training/professional development to help support effective implementation of teacher best practices such as; differentiated instruction, scaffolding, modeling, analytical/why questions and teacher/ student discourse.
2. Provide training/professional development for teachers to successfully analyze student data in reading, math and science in various setting ie department meetings and staff meetings to help provide rigor and high quality instruction in the classroom to to meet AYP and Common Core expectations.
3. Provide additional resources and interventions in reading, math, and science to move students who fall "below" academic standards to "meets' and students who are at "meets" to "exceeds".
4. Teachers need to effectively intergrate technology into the curriculum to help promote a student-learning environment that assists and encourages technological skills to help in preparing students to be successful in the classroom. Students are to also use technology to reinforce and enhance learning.

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:	Arthur Dixon Elementary School
---	--------------------------------

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Sharon A. Dale	Principal
Terrycita D. Perry	Assistant Principal
Demetrius Mundy	Lead/ Resource Teacher
Maureen Gallagher	Lead/ Resource Teacher
Taree Porter	Classroom Teacher
Renee Coleman	Classroom Teacher
Gandy-Rogers	Special Education Faculty
Joy Dillard	Classroom Teacher
Faith Fields	Classroom Teacher
Natasha Topps	Classroom Teacher
Grant Robinson	LSC Member
Beridine Hunt	Community Member



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	69.7	77.2	84.7	92.2		Early Math % of students at Benchmark on mClass	35.5	43.0	50.5	58.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.8	57.0	64.5	72.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	42.8	56.0	63.5	71.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.8	70.0	77.5	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.8	62.0	69.5	77.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.5	61.0	68.5	76.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.5	60.0	67.5	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.4	72.0	79.5	87.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	51.3	61.0	68.5	76.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	31.6	50.0	60.0	70.0		Explore - Math % of students at college readiness benchmark	22.1	50.0	60.0	70.0



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	94.8	95.0	95.5	96.0					
					Misconducts Rate of Misconducts (any) per 100	32.2	27.2	22.2	17.2

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	79.7	92.0	92.5	100.0		ISAT - Reading % of students exceeding state standards	15.7	23.2	30.7	38.2
ISAT - Mathematics % of students meeting or exceeding state standards	82.4	92.0	92.5	100.0		ISAT - Mathematics % of students exceeding state standards	22.0	29.5	37.0	44.5
ISAT - Science % of students meeting or exceeding state standards	81.1	92.0	92.5	100.0		ISAT - Science % of students exceeding state standards	9.2	16.7	24.2	31.7

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> *School has goals for student achievement on standardized tests and attendance on both school-wide and classroom levels *ILT team works to analyze data to school-wide data in order to develop goals that will narrow the achievement gap between schools' performance and district and nation wide goals 	
DIMENSION 1: Leadership	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. 	<ul style="list-style-type: none"> *Principal encourages teachers to attend PD's outside of Dixon and return to present new learning *Principal encourages teachers to incorporate community involvement into their curriculum and instructional practices *Principal facilitated AVID, Boeing Partnership, Gear Up, Students Engaged in Engineering to encourage college career readiness *Principal provides information for families on school events through monthly newsletters *Families and the community are engaged through frequent school-wide events, PTA/LSC meetings and curriculum nights 	

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
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>*Most teachers are invested in school success and demonstrate their leadership by participating in one or more of the following ways:</p> <ul style="list-style-type: none"> =ILT =Grade level teams =Rtl team =Department chair =SIPAAA/CIWP team =Leading Professional Development =Data team =Union Representative =Extra curricular activities/coach 	

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
<i>Instructional Leadership Team (ILT)</i> ----->			4
<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 	<ul style="list-style-type: none"> ILT members represent staff from each department ILT members give professional development to entire staff to improve teaching skills, instructional plan, data analysis and more Topics discussed in ILT meetings are brought back and shared with the staff during grade level meetings and pd's Conducts qualitative and quantitative data analysis regularly and created a gap analysis Based on data analysis, derived Rti tiers to address student needs and improve performance 	
<i>Monitoring and adjusting</i> ----->			4
<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. 	<ul style="list-style-type: none"> Pd's and discussions on pushing students to next level occur; also what to do after ISAT Data analysis-ISAT, Common Core, Scantron data discussed, departmental meetings to discuss data, school-wide data discussed (student attendance, test scores, teacher attendance) Teachers have their own data binders, specific to their own students' data for that school year 	

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 2: Core Instruction	Curriculum ----->			4
	<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. 	<ul style="list-style-type: none"> *Pacing and scope of what is taught is guided by CCCS *Lesson plans include differentiation *Grade level teams work to plan units of study, by subject *Weekly lesson plans include accommodations and modifications for students with disabilities *Collaborated lesson planning and pacing 	
	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). 	<ul style="list-style-type: none"> *Instructional materials were chosen based upon curriculum goals, district and nation-wide standards *Curriculum materials support ALL learners *Technology is regularly used as an instructional tool 	

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
Assessment ----->			4
<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. 	<ul style="list-style-type: none"> *Assessments are available data that is immediate and can be used to drive instruction *Accommodations/modifications are included in lesson plans to ensure students with disabilities are learning and included *Dibels/teacher made tests/Scantron/ommon Core Assessment/Study Island are available to progress monitor students and help them improve weaknesses *Both formal and informal assessments are used to monitor student growth *Methods of assessment are varied (multi-choice, extended response, open ended response, 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
Instruction ----->			3
<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. 	<ul style="list-style-type: none"> *Teachers collaborate on curriculum pacing and the details on what information will be taught *Teachers utilize "higher order thinking skills" as an instructional practice *Teachers progress monitor *Each teacher scaffolds instruction to ensure all students, including students with disabilities, can access complex text and engage in complex tasks *Formative assessments are regularly used to monitor progress and check for student learning *Differentiated instruction/activities are used in each classroom 	

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
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. 	<ul style="list-style-type: none"> School Based Problem Solving/Rti are the systems in place to deal with school wide interventions Teachers utilize systematic interventions in their classrooms Reading interventionist has been hired to help support students in grade Kdg - 3rd. Feedback on status of students in need of interventions, once referred, is delayed Pre and post tests are used to assess students 	
	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. 	<ul style="list-style-type: none"> Staff development is aligned with school priorities or things that will be implemented in the school year to come Authentic, relevant information and training is given in the professional developments Teachers report back about results of implementing new activities introduced in pd's 	

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 3: I	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. 	<ul style="list-style-type: none"> Grade level teams meet weekly and include gen ed. and spec ed teachers Lesson plans are emailed to special education teachers Teachers discuss new data and create student-friendly data walls Grade levels have department chairs and members of the administrative team attend grade level meetings 	
	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. 	<ul style="list-style-type: none"> There is minimal formal support for new teachers in place Teachers receive feedback on teaching practices during formal and informal observations from the principal and assistant principal, but observations could be more frequent to aid in more support of individual growth. Teachers have minimal input on PD agendas Peer observations occur infrequently and no system is implemented to ensure it occurs 	

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 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 	<ul style="list-style-type: none"> The school hosts a high school fair annually and a college day Staff members set and post clear goals and data walls that promote high expectations for students Students are encouraged to take responsibility for their learning and consider their futures when making decisions Students are taken on high school and college tours The importance of attending college is reinforced at all grade levels, especially in upper grades Students accepted to high schools are highlighted to reinforce goal setting and goal attainment 	
	Relationships ----->			4
	<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. 	<ul style="list-style-type: none"> Value is placed on respect for self and others in an attempt to foster healthy relationships between students and staff members Students with differences are respected as well as the various backgrounds and home lives of students Most students have a teacher or teacher(s) that provide not only academic supports but social-emotional supports as well Social worker has a strong presence in building 	
Behavior & Safety ----->			4	
	<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. 	<ul style="list-style-type: none"> The school uses PBIS as a school wide system of promoting positive, expected behavior outcomes among student body All staff members help to foster a welcoming, safe school environment School adheres to the current Uniform Discipline Code to deal with unwanted student behavior 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<ul style="list-style-type: none"> *The school provides a packet at the beginning of the year and an open house presentation that indicates expectations of students and their families, gives grading scale, resources, etc. *The school provides assessment data to parents that explains standardized test performance with recommendations to help with student improvement. *Teachers provide wither weekly parent letters or students use their planners daily, weekly or monthly *A calendar is given at the beginning of the year and monthly that indicates upcoming events *Each teacher/grade level team hosts a parent meeting at the beginning of the school year to outline classroom/teacher expectations 	
	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. 	<ul style="list-style-type: none"> *Teachers provide ongoing written communication and phone calls that engage parents in two way communication about student performance, strengths and weaknesses *Teachers provide an open-door policy in the morning before students enter the building to allow parents to communicate with the teaacher regarding academics /behavior. 	
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. 	<ul style="list-style-type: none"> *The school hosts an open house and grade level meetings for students and their families atthe begining of the school year to establish communication and expectations of the school year. *The school has established and encourages a non-threatening environment *The principal provides numerous opportunities for families to participate in and engaging in school-wide activities, performances, literacy, math and science events *The school has established a positive relationship with the PTA, and the staff participates and assists in all sponsored PTA events. 	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *School provides required services as outlined in students' IEPs, within the school building during regular school hours and provide home schooling to those students who may be need of those services. 	
	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. 	<ul style="list-style-type: none"> *School provides counseling services to students to begin to prepare them to make college or career choices *The school counselor and teachers assist with the highschool application process 	
Academic Planning ----->			3	
<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. 	<ul style="list-style-type: none"> *Through implementation of Common Core standards, the school is beginning to provide increased support for student preparation, participation and performance in/on college/career readiness goals *Students are encouraged to apply/enroll in schools that will nurture their particular talents as well as provide an academically challenging environment *Gear Up mentors come and work with upper grade students 		
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. 	<ul style="list-style-type: none"> *School provides extensive options for students to participate in extracurricular and/or enrichment opportunities that build skills, self-esteem, nurtures talents and interests and increases school engagement 		

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
	<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. 	<ul style="list-style-type: none"> *The school encourages preparation and participation (to the degree possible) and performance in college/career readiness assessments (EXPLORER test) 	
	College & Career Admissions and Affordability ----->			4
	<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. 	<ul style="list-style-type: none"> *All students with an emphasis on 6th, 7th and 8th grade are provided with information about the importance of college. Classrooms are labeled with a specific name of a college or University to ensure the students become familiar with many schools of higher learning. * The principal has introduced two major programs aimed towards college readiness in the building, targeting the intermediate and upper grades. Avid is a program that is used profoundly 	
Transitions ----->			4	
	<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. 	<ul style="list-style-type: none"> *The school works to ensure students are successful during the transition from/to each grade; with special focus on "benchmark" grades *Teachers often provide students and parents with a summary of where their child is academically and where they need to be in order to be prepared for the next grade level *The school provides an orientation at the beginning of each school year for all students who are new to the school. We are John T. Pirie's feeder school for 7th grade, Dixon offers a "shadow 	

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>*School discretionary funds are aligned to major priorities that focus on programs and resources that are in need to promote student achievement. Those priorities include programs such as: (After-school enrichment programs, Saturday school, A.V.I.D. (includidg tutors), P.B.I.S. incentives and supplementary resources to help aid teacher instruction in reading, math and science that are aligned with Common Core Standards).</p> <p>*The school researches and collaborates with stakeholders in the community to build partnerships that may provide resources to help meet the school's needs. Additional resources come from</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>*The principal foresees potential vacancies and school needs and works diligently to fill them as quickly as possible to eliminate any probable outcomes that may affect students and staff members.</p> <p>*Hiring is conducted by a group of individuals that include the principal, assistant principal and the administrative staff. The principal always includes the grade level chair, departmental subject area teacher and special education teacher for their added expertise based on the grade level and subject that is being hired.</p> <p>*The interview process consists with an initial interview and provides potential candidates with a second interview when being considered for a position. Candidates are given multiple scenarios to be used to assess their knowledge of their subject area, classroom management and teamwork skills. The process is now</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>*School schedule is designed to allow for teacher collaboration and planning (common preps)</p> <p>*The 4th -8th grade have a structured departmental schedule which is designed to nurture students growth for high school.</p>	

Mission & Strategic Priorities

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

Mission Statement

Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents, and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology, and the incorporation of the Arts, we will continue to provide academic programs that support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide training/professional development to help support effective implementation of teacher best practices such as; differentiated instruction, scaffolding, modeling, analytical/why questions and teacher/ student discourse.	Based on data 15.7% of Dixon's students are exceeding state standards in reading and 22 % in math. Our teachers are spending more time on isolated drills and teacher talk instead of providing more student involvement and teacher modeling. Due to future Implementing of Common Core Standards teachers need to be able to efficiently differentiate instruction to understand how students learn and at the same time meet their specific needs. This will provide more teacher and student accountability. Additional research based practices are needed in order to increase rigor in the classroom which will eventually move more students to the exceeds category.
2	Provide training/professional development for teachers to successfully analyze student data in reading, math and science in various setting ie department meetings and staff meetings to help provide rigor and high quality instruction in the classroom to to meet AYP and Common Core expectations.	Based on our Adequate Yearly Progress (AYP), the data shows that Dixon has been making gains, but the gains have been minimal in reading, math and science. The state target for the percentage of students to meet and exceed ISAT standards are 85% in both reading and math. Our data shows Dixon at 79.7% in reading (5.3% below state standards) and math 82.4%(2.6% below state standards). Our teachers need to be proficient in analyzing student data to help focus on the students weakness and strengths where it would be conducive to effective teacher planning that will generate rigorous student learning and increase student learning.

3	Provide additional resources and interventions in reading, math, and science to move students who fall "below" academic standards to "meets" and students who are at "meets" to "exceeds".	Based on our 2011 data 20% of our students are performing below state standards in reading, 17% in math and 19% in science. In providing additional resources and interventions such as READ 180 and Study Island and providing a reading interventionist to work with at-risk students, this will help in decreasing the achievement gap in all core subject areas for all grade levels. There is also a need of emphasis on 4th grade reading due to 43% of the students performing below state standards. The supplementary support will also aid teachers in improving student learning so they will be able to make significant progress toward accomplishing reading, math and science goals appropriate for their current grade level. The additional services will also allow us to focus on those students that score below state performance standards and move them to meets and the students who are in the meets category to exceed.
4	Teachers need to effectively intergrate technology into the curriculum to help promote a student-learning environment that assists and encourages technological skills to help in preparing students to be successful in the classroom. Students are to also use technology to reinforce and enhance learning.	Based on our infrastructure, we have plenty of technological resources that are available to our teachers and students. Each classroom is equipped with SMART Boards but the teachers are not proficient in utilizing the full capabilities of the software. Increase staff training in technology integration and use of software will not only drive teachers' lessons but enhance student learning to meet Common Core Standards and college readiness.
5	Optional	



Strategic Priority 1



Strategic Priority 2



Strategic Priority 3



Strategic Priority 4

