CIWP

2012-2014 Continuous Improvement Work Plan

James R Doolittle Jr Elementary School

Burnham Park Elementary Network

535 E 35th St Chicago, IL 60616

ISBE ID: 150162990252937

School ID: 609891

Oracle ID: 22991

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement
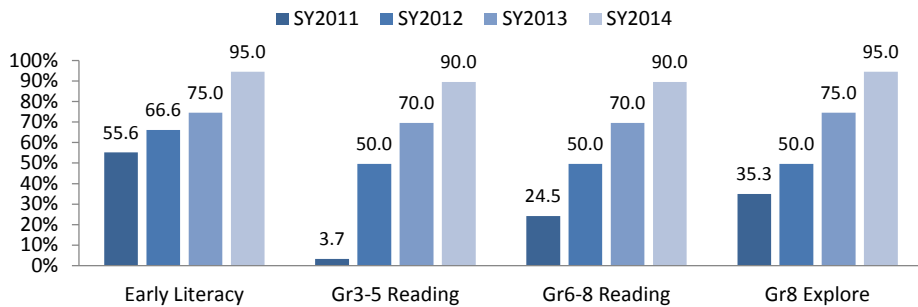
We at Doolittle dedicate ourselves to the following:

*Developing active minds in our students utilizing CCSS, metacognitive thinking, and 21st century technology

*Using the building blocks necessary to promote College and Career Readiness while fostering social emotional wellness

*On-going professional development for ALL staff to support the Instructional Framework and ensure quality educational experiences for ALL students

*Providing a "catalyst" educational arena for students, families, and community stakeholders
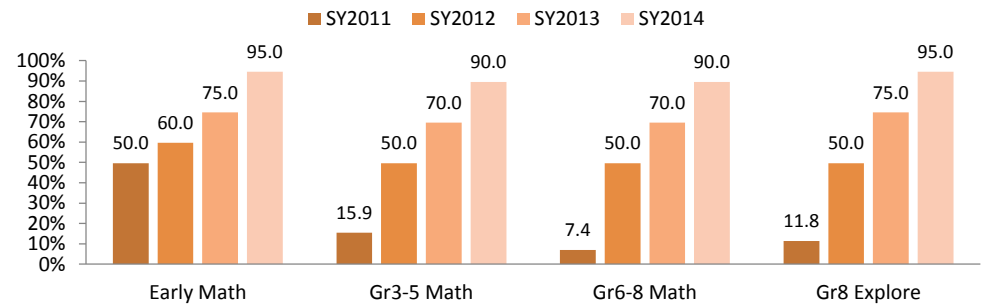
Strategic Priorities

1. To provide reading interventions which will include a walking reading program, a focus on non fiction text, analysis of current student data, and intensive PD for teachers around CCSS and the . The goal is to increase the vocabulary acquisition, and comprehension of all students.

2. #REF!

3. To integrate additional technology concepts and devices into the classroom so that students have additional opportunities for learning

4. To increase parental involvement and communication to make parents feel welcomed, valued and aware that they are an important part of their child's education.

5. To increase the number sense of all students in mathematics grades K-5 thereby increasing their ability to complete more complex mathematic operations. Implementing the HS Algebra program; preparing for CC readiness as well as H.S. for students in grades 6-8, and professionally developing teachers (MTB, MTM, CCSS) - PRIORITY 2

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 55.6, 66.6, 75.0, 95.0
- Gr3-5 Reading: 3.7, 50.0, 70.0, 90.0
- Gr6-8 Reading: 24.5, 50.0, 70.0, 90.0
- Gr8 Explore: 35.3, 50.0, 75.0, 95.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math: 50.0, 60.0, 75.0, 95.0
- Gr3-5 Math: 15.9, 50.0, 70.0, 90.0
- Gr6-8 Math: 7.4, 50.0, 70.0, 90.0
- Gr8 Explore: 11.8, 50.0, 75.0, 95.0

Date Stamp November 22, 2012

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Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	James R Doolittle Jr 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
Lauren Norwood	Principal
Anitra Gipson	Assistant Principal
Sojourner Cain	Classroom Teacher
Marion Wallace	Lead/ Resource Teacher
Brenda Lisenby	Classroom Teacher
Justus Roe	Assessment/Data Faculty
Franklin Caldwell	Special Education Faculty
Mary Rogers	Classroom Teacher
Debra Laws	Classroom Teacher
Tamika Diggs	LSC Member
Bonnie Taylor	LSC 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	55.6	66.6	75.0	95.0	**Early Math** % of students at Benchmark on mClass	50.0	60.0	75.0	95.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	3.7	50.0	70.0	90.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.9	50.0	70.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.6	50.0	70.0	90.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	32.4	50.0	70.0	90.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.5	50.0	70.0	90.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	7.4	50.0	70.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.9	50.0	70.0	90.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	39.8	50.0	70.0	90.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	35.3	50.0	75.0	95.0	**Explore - Math** % of students at college readiness benchmark	11.8	50.0	75.0	95.0

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	91.4	95.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	134.8	50.0	40.0	20.0

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	47.6	52.6	57.6	67.6		**ISAT - Reading** % of students exceeding state standards	1.1	6.0	11.0	21.0
ISAT - Mathematics % of students meeting or exceeding state standards	53.0	58.0	63.0	73.0		**ISAT - Mathematics** % of students exceeding state standards	2.2	7.2	12.2	22.0
ISAT - Science % of students meeting or exceeding state standards	41.0	46.0	56.0	66.0		**ISAT - Science** % of students exceeding state standards	1.6	6.6	11.6	21.6

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
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has established goals and theories of action for student achievement that are aimed at making incremental growth and narrowing achievement gaps. However the change in educational climate along with the need for professional development has been a hinderance on the targeted growth needed.	
	Principal Leadership	-->		3
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional learning is organized through whole staff development with an expectation that teachers follow through at teacher team meetings and cycle meetings; teacher teams are required to meet weekly, and are encouraged/have the opportunity with the opportunity to meet in cycles each or more if needed. The professional learning is definitely addressed in 1:1 coaching cycles; each teacher has had at least three 1:1 coaching sessions. Based upon need some teachers have had more 1:1 coaching sessions.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		2
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Sign-in sheets indicate that the same teachers participate in leadership initiatives and/or activities. Teacher "resistance" due to administrative initiatives has made the teacher learning from professional development inconsistent.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)		-->	3
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is made up of teachers from each grade level/cycle. Each teacher contributes knowledge and expertise to assist in making decisions for the students and staff. The ILT leads the work of improving teaching and learning and plans the professional development activities for teachers.	
Monitoring and adjusting		-->	2
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	** The ILT has made great progress toward analysis of data however, more monitoring is needed to ensure that it consistently leads to instructional practice.	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		3
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	**Classroom observations, walkthroughs, and review of lesson plans indicate that pacing is most often determined by the pacing set forth in instructional manuals. Past practice required the strict implementation of pacing schedules aligned to various curriculum such as FOSS, and CMSI which is a practic eneeded to be remedied. Fiction text tends to get more attention in classrooms as teachers do not authenticate instruction to accomodate non-fiction reading unless found within basal structures. For this same reason classroom libraries do not reflect comprehensive reading selections and/or equity between fiction non-fiction text.	
Instructional materials	-->		3
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Teachers are aligning their curriculum with the Common Core State Standards.	

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.

DIMENSION 2: Core Instruction

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	No data binder or data wall. Assessments should include samples of more performance tasks and constructed responses. Assessments need to show accomodations and modifications are in place to ensure in the classroom students with disabilities and ELLs are able to demonstrate their knowledge and skills. More differentiation is needed to accomodate student needs.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		2
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	**Learning walkthroughs indicate varying levels of communication of learning objectives among classrooms. Also identified were inconsistencies among classrooms for rigor and levels of questioning. Lesson plans show heavy reliance on basal for pacing and instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		3
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	**We have computer programs that target specific skills in reading and math and monitor their usage and growth targets for specific grade levels. Intervention strategies are an integral part of the application. Teachers are encouraged to take advantage of these strategies within their classrooms.	
Whole staff professional development	-->		
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	**Professional development is being driven by school district common core initiatives. Professional development support was limited and may not have met the areas of deficiency for instruction or curriculum.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	**Grade level teams meet but focus on a mix of activities as displayed in minutes taken during the meetings. More planning is necessary that focuses on long term unit planning and centered around data analysis. Grade level protocol should be put in place.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	**Coaching occurs during professional development days and staff meetings. The plans are based on school-wide data and teacher needs. New teachers are included in all professional development activities and offered additional support based on their specific needs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	**Upper grade students visited colleges to enforce high expectations for learning. Higher learning is reinforced and teachers through assemblies and classroom activities. Career day should take place for all students. More strategic planning is needed in this area.	
	Relationships	-->		3
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	**Most students have an adult they can talk to and who will be an advocate on their behalf. Most student and adult relationships are positive. Some students still need assistance with social skills and recognizing boundaries, but there are programs in place to help them to improve on these behaviors. Students with disabilities are integrated with their general educational peers for both physical and social integration.	
	Behavior& Safety	-->		3

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	**There is not a common school-wide discipline approach in place. However, there is a discipline committee that has voiced the need for a proactive approach towards disciplinary infractions. Currently there is a detention system with protocols along with enforcing the rules for positive behaviors. Staff may need additional professional development to utilize other strategies and programs that set the tone for learning and changing the school's climate. Discipline is progressive.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
	Expectations	-->		3
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	**Principal provides workshops and encourages parental and community involvement on all l	
	Ongoing communication	-->		4
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	**Open houses, rallies, parent/family nights are events that parents can build relationships wi	
	Bonding	-->		3

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	**There are planned activities that families are welcomed to come and participate and/or volunteer to assist with school events.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	**We are a community school and often refer services to parents that may have special needs and limited resources or knowledge on how to get assistance.	
College & Career Exploration and election	-->		3
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	**As an early adopter of the CCSS we are progressing towards ongoing exposure to college and career readiness for our students. These goals are embedded into the curriculum.	
Academic Planning	-->		3
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	**Our goal is to expose students to a rich and engaging curriculum that allows them to experience a variety of learning activities that stimulate higher order thinking skills that promote real life application including college and career readiness goals.	
Enrichment & Extracurricular Engagement	-->		3
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	**We are developing team and community through our sports, academic and arts enrichment programs.	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	**Based on CCSS training and PD; we need to better promote preparation, participation and performance in college and career assessments.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	**Non-Applicable	
	Transitions	-->		2
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	**Benchmark and grade-level meetings are held regulary so that parents are informed about transitions; parent participation at those meetings remains to be something we must work on. A more comprehensive plan is being developed for the 2012-13 school year which will ensure effective transitions into each grade.	

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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
	Use of Discretionary Resources	-->		3
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	**Discretionary funds are aligned to meet the needs of the students as well as instructional priorities. Community partnerships are sought out according to need and accepted when offered. Community partners have assisted us in meeting the needs of the students, staff, parents, and community. Priority initiatives are funded first.	
	Building a Team	-->		
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.		
	Use of Time	-->		2

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	**School schedule is designed based on number of minutes per subject. School is working on a design with the support of the Full School Day that will promote a "right fit" based on student needs and school-wide growth. Schedule currently allows for regular, meaningful collaboration in teacher teams and will continue; teachers receive 5 preps weekly with 80% of them being offered at common times.	

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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

We at Doolittle dedicate ourselves to the following:
*Developing active minds in our students utilizing CCSS, metacognitive thinking, and 21st century technology
*Using the building blocks necessary to promote College and Career Readiness while fostering social emotional wellness
*On-going professional development for ALL staff to support the Instructional Framework and ensure quality educational experiences for ALL students
*Providing a "catalyst" educational arena for students, families, and community stakeholders

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	To provide reading interventions which will include a walking reading program, a focus on non fiction text, analysis of current student data, and intensive PD for teachers around CCSS and the . The goal is to increase the vocabulary acquisition, and comprehension of all students.	Currently students in grades 3-8 have a 52% vocabulary development. Comprehension is at 52%. Diagnostic test results show that intervention is needed to address skills that students have missed.
2	**THIS FIELD IS MALFUNCTIONING!!!*** See #5	Currently students in grades 3-8 number sense is 42.4%. This is a basic skill that can definitely be improved with intense focus during the next school year.
3	To integrate additional technology concepts and devices into the classroom so that students have additional opportunities for learning	Students attending school in the 21st century need to be kept abreast of technological trends, and be able to compete with their counterparts.
4	To increase parental involvement and communication to make parents feel welcomed, valued and aware that they are an important part of their child's education.	Parental involvement is an integral part of each student's education. When parents are actively involved, student achievement improves. With an enrollment of approximately 320 students, our goal is for 75% of those parents to be active participants in their students education in SY 2012-13. 90% in SY 2013-2014
5	To increase the number sense of all students in mathematics grades K-5 thereby increasing their ability to complete more complex mathematic operations. Implementing the HS Algebra program; preparing for CC readiness as well as H.S. for students in grades 6-8, and professionally developing teachers (MTB, MTM, CCSS) - PRIORITY 2	

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
To provide reading interventions which will include a walking reading program, a focus on non fiction text, analysis of current student data, and intensive PD for teachers around CCSS and the . The goal is to increase the vocabulary acquisition, and comprehension of all students.	Currently students in grades 3-8 have a 52% vocabulary development. Comprehension is at 52%. Diagnostic test results show that intervention is needed to address skills that students have missed.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of classroom texts and materials available to students/teachers. Inventory surplus materials aligned to CCSS and create resource room for teacher utilization.	Instructional Materials	All	All teachers	Summer 2012	Quarter 1	On-Track	Resource room will be developed within book room area. Area needs further organization and storage supplies/materials.
Assess students at the BOY and quarterly to determine appropriate grouping and ability level for walking reading program afforded by FSD	Instruction	All	All teachers	Quarter 1	Quarter 1	On-Track	
Implement Independent Reading initiative schoolwide for all students to increase potential for meeting benchmarks in 2014 by 95%.	Instruction	Other student group	All teachers	On-going	Year 2	On-Track	
Targeted group focus on Reading of non-fiction text in each classroom. Comprehensive library development in classrooms (focus on K-2).	Instruction	All	All teachers	On-going	Year 2	On-Track	
Provide TRC training for teachers in grades K-2 so that information on students reading ability is able to be diagnosed often and accurately.	Professional Development	Other student group	Teachers PreK-2	Summer 2012	Year 2	On-Track	Professional development provided by collaboration between Network support and mClass consultant at the school level.
Dedicated block of 20 minutes time for independent reading.	Instruction	All	All teachers	Quarter 1	On-going	On-Track	Time dedicated/indicated within FSD plan
Purchase Reading Specialist/Interventionist to support reading curriculum, assessment, coaching, and other related activities schoolwide.	Staffing	All	Administration	Summer 2012	Summer 2013	On-Track	Create position description based on needs of the school, and advertise.
Provide backwards mapping PD and Daily 5 PD to support CCSSS and Domain 3 of the Instructional Framework	Professional Development	Not Applicable	Admin/Rdg Specialist	Summer 2012	On-going	On-Track	Plan P. D. and outline dates on Instructional Calendar. Get commitment for summer dates.
Provide training to intermediate and upper grade teachers on novel studies and literature circles to support Domain 3 of the Instructional Framework	Professional Development	Not Applicable	Admin/Rdg Specialist	Summer 2012	On-going	On-Track	Ensure that Rdg Specialist is able to coordinate as well as provide this P. D. Build capacity of teachers, and outline P. D. on instructional calendar.
Purchase .5 Librarian to increase students reading exposure and opportunities for research in alignment with CCSS & CCR	Staffing	Not Applicable	Administration	Summer 2012	Year 2	On-Track	Implementation of S.O.A.R. automation is in process; needs to be completed. Advertise and fill position. Complete library organization and media set-up.

Strategic Priority 1

Provide P.D. on NWEA to support transition from SCANTRON	Professional Development	Not Applicable	Admin/Rdg Specialist	Summer 2012	On-going	On-Track	Collaborate with existing NWEA schools to gain knowledge in addition to P.D. provided by Network. Utilize in grades K-8 to prepare for PARC assessment.
Purchase COMPASS Learning reading program to support NWEA assessment	Instruction	All	Administration	Summer 2012	On-going	On-Track	Participate in Odyssey Basic Overview on-site and utilize online webinars to learn program. Implement in grades K-8.

2012-2014 Continuous Improvement Work Plan

James R Doolittle Jr Elementary School

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Strategic Priority 2

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

Strategic Priority Description	Rationale
#REF!	Currently students in grades 3-8 number sense is 42.4%. This is a basic skill that can definitely be improved with intense focus during the next school year.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Math Trailblazers professional development for teachers in grades K-5 over summer.	Professional Development	Other student group	Teachers K-5	Summer 2012	Year 2	On-Track	Contact Department of Math and Science in efforts to obtain professional development trainer. Utilize CIF to map MTB from within.
Assess students in grades K-8 at the BOY to determine appropriate grouping and ability level.	Instruction	All	Teachers K-5	Quarter 1	Year 2	On-Track	
Maintain ST Math program for students in grades K-5 to support mathematics instruction	Instruction	All	Teachers K-5	Quarter 1	Year 2	On-Track	Set up classrooms.
Provide ST Math Intervention (SI)for students in grades 6-8 to address deficits per ISAT data	Instruction	All	Teachers 6-8	Quarter 1	Year 2	On-Track	Set up classrooms.
Provide supplemental instruction for Math number sense objective with dedicated daily drills in grades K-8.	Instruction	All	All Teachers	Quarter 1	On-going	On-Track	Time dedicated/indicated within FSD plan
Quarterly Math Bowls to promote academic advancement/achievment among students	Instruction	All	All Teachers	Quarter 1	On-going	On-Track	Set goals per ST Math targets and CCSS benchmarks.
Purchase MTB and MTM Workbooks for grades K-5	Supplies	All	Administration	Summer 2012	Quarter 1	On-Track	
Purchase Compass Learning Math to support NWEA for grades K-8	Instruction	All	Administration	Summer 2012	On-going	On-Track	Participate in Odyssey Basic Overview on-site and utilize online webinars to learn program. Implement in grades K-8.
Implement Algebra for Middle Grades Program @ Phillips H.S.	Instruction	Other student group	Admin/MGS Math Teacher	Quarter 1	Summer 2013	On-Track	Wait for approval from Department of Math and Science
Middle school Math teacher will work with Algebra teacher at Phillips school to develop delivery of instruction around the Algebra curriculum and program.	Professional Development	Other student group	MGS-Math Teacher/Admin	Summer 2012	Summer 2013	On-Track	The cooperating teacher for this activity is Anika Murphy (Phillips Academy); this design is supported by the Office of Math and Science.
Middle school Math teacher will participate in CCSS Professional Development which is specifically designed to address mathematical concepts in the Middle School setting.	Professional Development	Other student group	MGS-Math Teacher/Admin	Summer 2012	On-going	On-Track	This PD began as of 6/6/2012 and will continue as designed throughout the 2012-13 school year.
Teachers in grades K-8 will receive training on the Compass Learning program to assist them with implementation during the school year.	Professional Development	All	Teachers K-8	Summer 2012	Year 2	On-Track	This PD will take place prior to the start of the 2012-13 school year.

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Strategic Priority 2

Successful implementation of MTB as well as Algebra readiness will be determined by BOY, MOY, and EOY data in addition to 5 week assessments given by the teacher.	Instruction	All	Teachers K-8	Quarter 1	On-going	On-Track	

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Strategic Priority 3

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

Strategic Priority Description	Rationale
To integrate additional technology concepts and devices into the classroom so that students have additional opportunities for learning	Students attending school in the 21st century need to be kept abreast of technological trends, and be able to compete with their counterparts.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase and maintain the use of ST Math technology within the classroom, lab, and home	Professional Development	All	Administration	Summer 2012	Quarter 1	On-Track	Renewing license for grades 2-5. Purchasing for grades K,1, and 6-8.
Purchase SMART Boards for use within classrooms to integrate media and all cross-curricular components.	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	SMART boards will be installed in classrooms of teachers who have shown ablity to utilize effectively during instruction. Additional boards will be purchased as additional teachers increase their capacity.
Purchase Ipads to support CCSS learning goals and benchmarks	Equipment/ Technology	All	Administration	Summer 2012	Quarter 1	On-Track	Funds allocated for 30; grant written to Apple for additional iPads to support an additional cycle.
Purchase 10 computers to complete MAC Lab to accommodate a class of 35 students.	Equipment/ Technology	All	Administration	Summer 2012	Quarter 1	On-Track	
Add media center (10 DELL computers) to library for research and project based learning activities	Instruction	All	Admin, Tech Coord, Librarian	Summer 2012	Quarter 1	On-Track	Computers currently supplementing MAC lab will be moved to library/media center.
Increase students use of technology in the lab by designating computer integration into curriculum twice per week.	Instruction	All	Teachers, Tech Coordinator	Quarter 1	On-going	On-Track	Compass learning and ST Math will be scheduled for students in the computer lab in addition to curriculum integration.
Provide professional development on SMART Board use for teachers to attain 100% use for boards purchased	Professional Development	Not Applicable	Admin/Tech Coordinator	Summer 2012	On-going	On-Track	Teachers be trained by tech coordinator before school, after school and during planning periods.
Maintain Technology Coordinator to facilitate and monitor technology programs, media, and provide training for teachers.	Staffing	All	Administration	Summer 2012	Quarter 1	On-Track	
Obtain Kindles to support Independent Reading initiative.	Equipment/ Technology	All	Admin/Rdg. Specialist/Tech Coord.	Summer 2012	On-going	On-Track	Grant being written via partnership with Best Buy to obtain this technology equipment. Would like 10 per grade = 100

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
To increase parental involvement and communication to make parents feel welcomed, valued and aware that they are an important part of their child's education.	Parental involvement is an integral part of each student's education. When parents are actively involved, student achievement improves. With an enrollment of approximately 320 students, our goal is for 75% of those parents to be active participants in their students education in SY 2012-13. 90% in SY 2013-2014

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Host an open house event for parents and community at the start of the 2012-13 school year.	Parental Involvement	All	Administration, ILT, Teachers	Quarter 1	On-going	On-Track	
Host one family night event per semester aligned to parental involvement, curriculum and meeting targeted goals.	Professional Development	All	Administration, ILT, Teachers	Quarter 1	On-going	On-Track	
Petition parents to actively support FSD recess and other activities needing additional monitoring and/or support.	Staffing	All	Administration	Quarter 1	On-going	On-Track	
School will increase communication with parents by utilizing text, email, robo-calls, and web-site bulletins @ www.doolittleelementary.com	Parental Involvement	All	Administration, Office Staff, Tech Coordinator	On-going	On-going	On-Track	Maintain current phone numbers and contact information so that parents receive information sent via text and/or phone.
One breakfast and a book event will be held each quarter to promote independent reading for students in grades K-2.	Parental Involvement	Other student group	Administration	Quarter 1	On-going	On-Track	
Teachers will maintain contact with the parent(s) of each student at least twice per month	Parental Involvement	All	Teachers	Summer 2012	On-going	On-Track	This activity will continue during SY 2013-14 with the possibility of increasing the contact per month.
A parent kiosk will be set up for parents to access the parent portal, complete resumes, and utilize the internet to support MTW.	Parental Involvement	All	Administration, Tech Coordinator	Quarter 1	On-going	On-Track	This kiosk will maintain it's purpose and use during SY 2013-14. If additional funds are made available additional computers will be purchased.
Title I funds will be utilized to provide trainings, and/or inservices for parents.	Parental Involvement	All	Administration, PAC Chair	Quarter 1	Summer 2013	On-Track	Depending upon funding allocated for SY2013-14, this activity will continue.

Strategic Priority 4

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Strategic Priority 5

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

Strategic Priority Description	Rationale
To increase the number sense of all students in mathematics grades K-5 thereby increasing their ability to complete more complex mathematic operations. Implementing the HS Algebra program; preparing for CC readiness as well as H.S. for students in grades 6-8, and professionally developing teachers (MTB, MTM, CCSS) - PRIORITY 2	

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps