CIWP

2012-2014 Continuous Improvement Work Plan

Turner-Drew Elementary Language Academy

Rock Island Elementary Network

9300 S Princeton Ave Chicago, IL 60620

ISBE ID: 150162990252826

School ID: 609895

Oracle ID: 29041

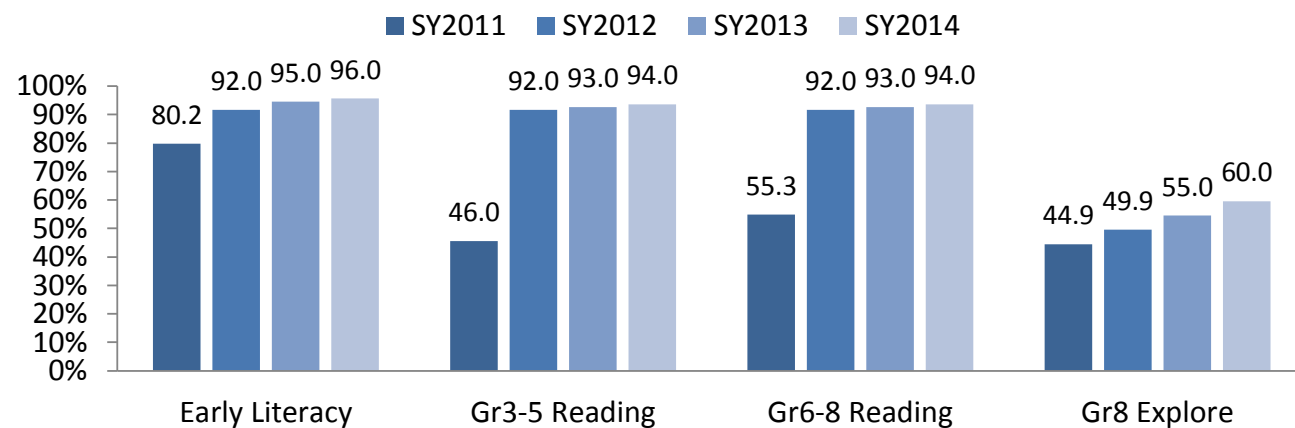CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide a safe, rigorous student-centered environment conducive to teaching and learning that emphasizes college and career skills throughout the curriculum while challenging all students to reach their full potential.
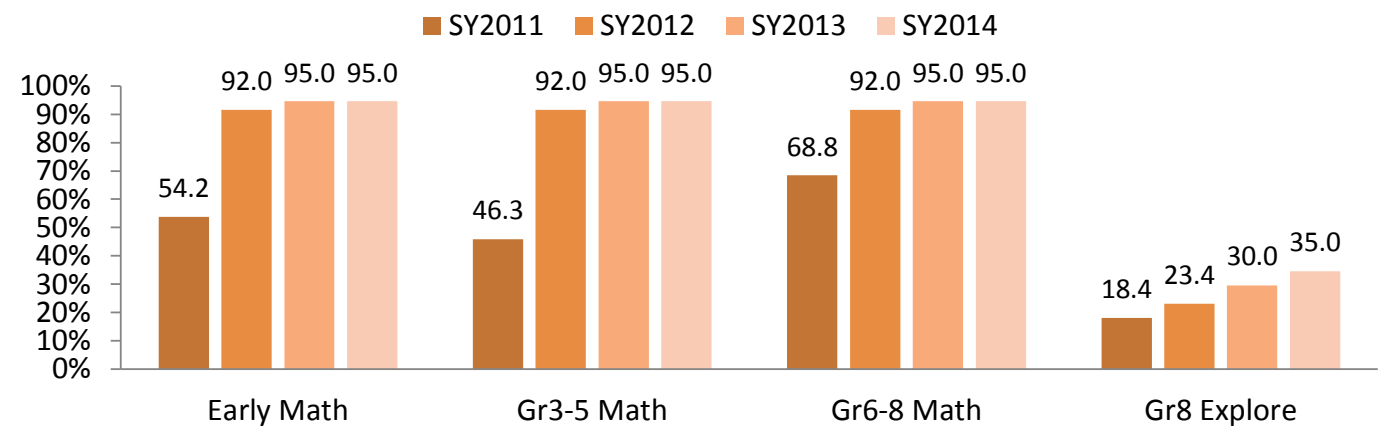
Strategic Priorities

1. Develop a collaborative learning climate that will assits teacher teams in aligning the Common Core units of instruction with performance tasks.

2. Provide professional development activities that will assist teachers in making instructional shifts in the content areas and world language program (Spanish.)

3. Maintain school-wide academic and behavior management practices that maximize the use of instructional time and builds supportive relationships among students, parents and staff.

4. Optional

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	80.2	92.0	95.0	96.0
Gr3-5 Reading	46.0	92.0	93.0	94.0
Gr6-8 Reading	55.3	92.0	93.0	94.0
Gr8 Explore	44.9	49.9	55.0	60.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	54.2	92.0	95.0	95.0
Gr3-5 Math	46.3	92.0	95.0	95.0
Gr6-8 Math	68.8	92.0	95.0	95.0
Gr8 Explore	18.4	23.4	30.0	35.0

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:	Turner-Drew Elementary Language Academy

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Dr. Sabrina Jackson	Principal
Ms. Linda Woods	Assistant Principal
Ms. Sandra Israel	LSC Member
Ms. Gerri Whitfield	LSC Member
Ms. Mary Terhune	Special Education Faculty
Ms. Kia Henderson	Lead/ Resource Teacher
Mr. Lewis Himes	Lead/ Resource Teacher
Ms. Sarah Terrejon	Classroom Teacher
Mr. Joseph Patterson	Parent/ Guardian
Ms. Tabitha Jackson	Parent/ Guardian

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Turner-Drew Elementary Language Academy

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	80.2	92.0	95.0	96.0	**Early Math** % of students at Benchmark on mClass	54.2	92.0	95.0	95.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.0	92.0	93.0	94.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	46.3	92.0	95.0	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.5	92.0	93.0	94.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.5	92.0	95.0	95.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	55.3	92.0	93.0	94.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	68.8	92.0	95.0	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.2	92.0	93.0	94.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.9	92.0	95.0	95.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	44.9	49.9	55.0	60.0	**Explore - Math** % of students at college readiness benchmark	18.4	23.4	30.0	35.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.8	96.0	96.0	96.0		**Misconducts** Rate of Misconducts (any) per 100	24.0	20.0	18.0	15.0

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	82.8	92.5	92.5	95.0		**ISAT - Reading** % of students exceeding state standards	23.2	28.2	30.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	86.3	92.5	92.5	95.0		**ISAT - Mathematics** % of students exceeding state standards	24.2	29.2	30.0	30.0
ISAT - Science % of students meeting or exceeding state standards	82.1	92.5	92.5	95.0		**ISAT - Science** % of students exceeding state standards	9.5	14.5	18.0	18.0

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	--->		**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has a Theory of Action plan which prioritizes goals, anticipates the impact on the instructional core and identifies the desired student outcomes (based on data analysis). Evidence includes: Theory of Action, SMART goals, high academic expectations, and consistent high student performance on standardized assessments.	
Principal Leadership	--->		**4**
• 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.	Turner-Drew has developed a shared mission and vision that supports a learning environment that provides for effective professional development and creates a climate that nurtures career and college readiness skills. Evidence includes a posted, shared vision, classroom observation data, student work samples, newsletters, school website and IMPACT parent access.	

The left margin reads: **DIMENSION 1: Leadership**

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	All teachers are dedicated to improving student performance. Evidence includes overwhelming participation on ILT and data teams, as well as participation in staff development activities, CIWP activities and after school projects.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**4**
• 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 school's ILT engages in bi-weekly meeting and encompasses a combination of skill, professionalism and expertise. Evidence includes: agendas, sign-in sheets, effective professional development , rigorous, high-quality instuction and student-centered activities.	
Monitoring and adjusting	--->		**4**
• 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.	Data analysis is on-going and utilized to drive instruction. Evidence includes classroom organization (student grouping), Tip Plans , ILT meeting and teacher team meetings sign-in sheets and agendas.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	--->		**3**
DIMENSION 2: Core Instruction	• 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.	Teachers have been provided with common core state standards. College- and career- readiness standards have been integrated into the existing curriculum. Short and long term plans includes supports for ALL students; those with and without disabilities. Evidence includes: High-performing teams, Common Core guides, informational (student) textbooks, grade-level agendas and sign-in sheets, professional development activities , classroom observations, student work and units of study.	
	Instructional materials	--->		**4**
	• 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).	Resources, instructional materials and supplies are provided to all staff in alignment with the standards. Evidence includes: staff supply list, text book orders and Union payor's lists.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• 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.	Weekly teacher team meeting, bi-weekly leadership team meetings, classroom observations and progress monitoring effectively ensure that assessment data is utilized to improve student performance levels. Evidence includes: High performance teams, homogeneous student grouping (based on data), Targeted Intervention Plans (TIPs) and Response to Intervention (RTI) plans.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• 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.	All teachers are responsible for progress monitoring via GradeBook (IMPACT). Grades are entered on a weekly basis and opportunities for parent feedback and communcation are available. Teachers are available for parent meetings (7:30am -8:00am) and per scheduled appointment. Formative and summative assessments are utilized. Evidence: GradeBook entries, report cards, 5 week student progress reports, classroom observation logs and homogeneous groupings.	

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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.	Diagnostic and screening assessments are systematic and on-going. Interventions are provided based on student need. Evidence includes: Data Binders (teachers), data-driven instruction, RTI and TIP plans (where applicable.)	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	School supports professional development by providing staff with a myriad of school-sponsored and independent opportunities and activities for professional growth. Evidence includes: school-wide professional development plan, agendas and sign-in sheets.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers engage in weekly collaboration meetings that support teaching and learning. Special education teachers are included in the weekly sessions. Evidence includes: agendas, sign-in sheets, RTI logs, TIP plans and collaboration logs.	
	Instructional coaching	-->		**4**
	• 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.	Peer coaching and mentoring is available on an as needed basis. Majority of staff has more than 10 years of teaching experience. Staff also includes highly-trained reading and math specialists. Evidence include: Staff organization and experience, low mobility rates (staff) and high-performing teacher teams.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**4**
	• 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	The Theory of Action promotes career and college readiness skills and supports related services to meet the needs of students with disabilities. High-quality, research-based, data-driven instruction is provided by trained professionals in all content areas. Evidence includes: Theory of Action, student performance (Illinois Honor Roll and AYP), and a school climate that promotes high expectations for all students.	
	Relationships	-->		**4**
	• 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.	Students are supported by a caring and nuturing staff. Programs such as Olweus (anti-bullying) and our Open-door policy have proven to be effective in fostering a positive, collaborative, safe-school environment. Evidence includes "above-average" marks on the My Voice, My School surveys, student, parent and teacher feedback on bi-annual reports card pick-up days.	
	Behavior& Safety	-->		**4**
	• 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.	School has an effective school-wide discipline plan and a warm, student-centered, welcoming school climate. Evidence includes: Low suspension rates, low mobility rate (student), and an "above-average rating," per the My School, My Voice Survey.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations*	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	School performance data is provided via the principal during monthly Local School Council meetings. Bi-yearly updates are also provided by the principal and the school hosts a yearly Open House. Evidence includes: agendas and sign-in sheets.	
	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.	There are high rates of parent participation during report card-pick-up. However, parents participate in a myriad of activities as the school. There is a school-wide discipline plan in place and communication is on-going. Evidence includes: The Open -Ddor policy, parent sign-in sheets, usage rates of Parent Portal and newsletters.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	School environment is welcoming, warm, student-centered and friendly. Evidence includes: open door policy, personal and caring staff, high attendance rates (student and teacher), visible discipline and order in the school and classrooms.	

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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.	Staff provides outreach to families on an as-needed basis. Evidence includes: Specialized Services team, social work logs and counseling support.	
College & Career Exploration and election	-->		**4**
• 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.	School provides access to school and career settings in connection with academic supports. Evidence includes: Annual Career Day, implemention of EXPLORE strategies and classroom assessments, dissemination of high school applications and support (counselor and teacher) in completing high school applications.	
Academic Planning	-->		**4**
• 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.	Counselor and upper grade teachers provide information, planning activities and support for college and career readiness. Evidence includes: Review and discussion of EXPLORE results, field trips to high schools and high school "shawdow days," Career Day and career building lessons and activities.	
Enrichment & Extracurricular Engagement	-->		**2**
• 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.	After school and enrichment activities are limited due to a lack of funding. However, in-school and after school is provided as well as girls and boys basketball, cheerleading and Girls on the Run.	

(Left margin, vertical text) **6: College and Career Readiness Supports**

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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
D I M E N S I O N	*College & Career Assessments*	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Seventh and eighth graders will participate in the EXPLORE assessment (career and college readiness tool.) Evidence includes: administration and analysis of EXPLORE.	
	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.	N/A	
	Transitions	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Systematic protocol exists for enrollment in entry grades which ensures effective transitions. Evidence includes "Dashboard" data which depicts higher than average ratings.	

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**
	• 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 allocated in alignment with shool vision, goals, and priorities. Evidence includes; school budget allocations, CIWP and Theory of Action.	
	Building a Team	--->		**4**
	• 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.	School has a low mobility rate. However, in the event of a staffing vacancy, a multi-step process is utilized. Evidence: Vacancy rate data and interview process protocol.	
	Use of Time	--->		**4**
	• 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.	The school schedule reflects the maximum utilization of instructional minutes in reading, math and science. Evidence includes: EXPLORE strategies, reading, math and science blocks (departmentalization) in grades 3-8.	

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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

Our mission is to provide a safe, rigorous student-centered environment conducive to teaching and learning that emphasizes college and career skills throughout the curriculum while challenging all students to reach their full potential.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop a collaborative learning climate that will assits teacher teams in aligning the Common Core units of instruction with performance tasks.	To develop theme-based, data-driven instructional units to improve student performance.
2	Provide professional development activities that will assist teachers in making instructional shifts in the content areas and world language program (Spanish.)	To estabish school-wide teacher capacity in alignment with the Common Core Standards.
3	Maintain school-wide academic and behavior management practices that maximize the use of instructional time and builds supportive relationships among students, parents and staff.	To maintain a safe, positive school climate that is conducive to teaching and learning.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop a collaborative learning climate that will assits teacher teams in aligning the Common Core units of instruction with performance tasks.	To develop theme-based, data-driven instructional units to improve student performance.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In 2012-13, eighty percent of students in grades 3-8 will meet their academic growth targets as measured by the NWEA assessment.	Instruction	All	ILT Team/Teachers	Quarter 1	Quarter 4	On-Track	
Conduct a textbook and instructional material evaluation in every classroom.	Professional Development	All	ILT Team	Summer 2012	On-going	On-Track	
Provide resources and supplies to support teachers in aligning instruction to the Common Core Standards in all content areas.	Instructional Materials	All	Principal	On-going	On-going	On-Track	
Monitor (quaterly) the use of the Common Core framework for teaching during classroom observations.	After School/ Extended Day	All	Teacher Teams	Quarter 1	On-going	On-Track	
Utilze student data (i.e., ISAT, NWEA, DIBELS…) to guide daily instruction via the Common Core Framework.	Instruction	All	Teacher Teams	Quarter 1	On-going	On-Track	

CIWP

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Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide professional development activities that will assist teachers in making instructional shifts in the content areas and world language program (Spanish.)	To estabish school-wide teacher capacity in alignment with the Common Core Standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide continuous opportunities for professional development that support long term planning (unpack Common Core Standards) in the content areas.	Professional Development	All	ILT Team/Teachers	Summer 2012	On-going	On-Track	
Provide training to teachers that will assists them in developing instructional units in alignmment with Common Core Standards on a weekly basis.	Professional Development	All	ILT Team	Summer 2012	On-going	On-Track	
Provide informational resources and supplies to support teachers in aligning the curriculum to support the Common Core Standards on a monthly basis.	Professional Development	All	Principal	Quarter 1	Quarter 4	On-Track	
Utilize student data (behavioral and antecdotal) to provide opportunities for professional training in classroom management techniques on a monthly basis.	Professional Development	All	Teachers	Quarter 1	Quarter 4	On-Track	

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Maintain school-wide academic and behavior management practices that maximize the use of instructional time and builds supportive relationships among students, parents and staff.	To maintain a safe, positive school climate that is conducive to teaching and learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize insructional strategies and diagnostic tools to target interventions that increase the number of students that move form MEETS to EXCEEDS as measured on the ISAT.	Instruction	All	Teacher Teams	Quarter 1	Quarter 4	On-Track	
Utilize behavioral data and classroom observations to identify needs, develop andd implement daily lessons that reinforce high expectations.	Instruction	All	Teacher Teams	Quarter 1	Quarter 4	On-Track	
Utilize instructional strategies and diagnostic tools to target interventions that increase student performance levels as measured by the EXPLORE assessment.	Instruction	All	Teacher Teams	Quarter 1	Quarter 4	On-Track	

Strategic Priority 3

CIWP

2012-2014 Continuous Improvement Work Plan

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
Optional	

Action Plan | Monitoring

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

Turner-Drew Elementary Language Academy

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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

Action Plan / Monitoring

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