



2012-2014 Continuous Improvement Work Plan

Laura S Ward Elementary School

Garfield-Humboldt Elementary Network

410 N Monticello Ave Chicago, IL 60624

ISBE ID: 150162990252767

School ID: 610133

Oracle ID: 24991



Mission Statement

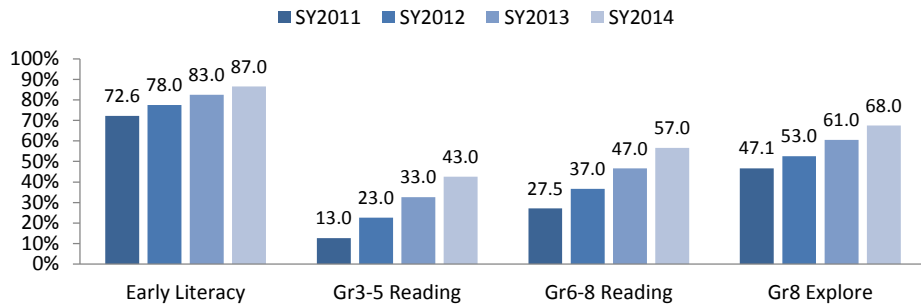
Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: s intellectual, social, emotional, and physical., as they prepare for careers and colleges to change this world.

Strategic Priorities

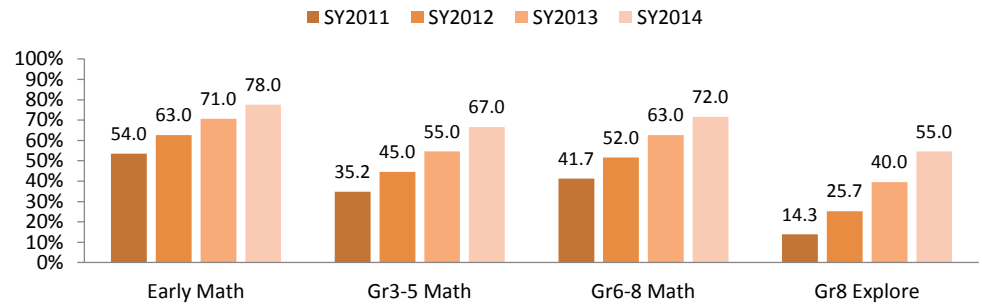
- 1. Attendance -with regular attendance students will become educated to compete as confident, respectful and self-disciplined individuals. Students will develop foundational pratics for comprehension, and problem solving skills required for college and career paths. We are preparing our students with the discipline needed to succeed.
2. Reading- Provide students with rigorous, data driven instruction that aligns CCSS and utilizes technology to reach all learners - increase achievement. Build teacher capacity and content knowledge through collaboration and PD, as a result of the Full School Day.
3. Mathematics-Provide students with a focused and coherent mathematics curriculum that is data driven and aligned to the CCSS. Refine and enhance teacher content expertise and pedagogical skills through PD and collaboration. Educate parents on the purpose and aim of the CCSS as it pertains to their child's long-term success.
4. Science-Provide students with the knowledge, materials, and technology skills to become a problem solver that has an understanding of the ever changing world in which they live. Build teacher capacity through PD in a way in which their classrooms will emphasize research and inquiry-based learning.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Laura S Ward 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
Relanda Hobbs	Principal
Joseph Lavizzo	Assistant Principal
Casandra Woodall	Counselor/Case Manager
Ruby Grover-Johnson	Support Staff
Jacqueline Burnside	Special Education Faculty
Marcus Flax	Other
Charlotte Warren	Community Member
Henry Ben	Other
Cynthia McCaskill	LSC Member
Vernesser Johnson	Classroom Teacher
Donella James	Lead/ Resource Teacher
Rhetta Colbert	Other



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	72.6	78.0	83.0	87.0		Early Math % of students at Benchmark on mClass	54.0	63.0	71.0	78.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	13.0	23.0	33.0	43.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.2	45.0	55.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.5	53.0	63.0	73.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.7	68.0	78.0	88.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.5	37.0	47.0	57.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	41.7	52.0	63.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.4	60.0	70.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.0	53.0	63.0	73.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	47.1	53.0	61.0	68.0		Explore - Math % of students at college readiness benchmark	14.3	25.7	40.0	55.0



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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	92.9	93.5	94.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	3.9	3.8	3.5	3.0

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	61.5	68.0	71.0	74.0		ISAT - Reading % of students exceeding state standards	6.9	15.0	21.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.3	77.0	78.0	81.0		ISAT - Mathematics % of students exceeding state standards	14.2	19.0	24.0	28.0
ISAT - Science % of students meeting or exceeding state standards	53.2	63.0	72.0	78.0		ISAT - Science % of students exceeding state standards	3.2	8.0	15.0	21.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>*LWES analyzed data from ISAT, DIBELS, Scantron, and mClass to during our August ILT planning session to develop a plan of action for students not exceeding - 90% of our population. *LWES developed a Strategic Plan: Collaboration+ Assessment+ Planning equals Success. We examined our Core Values, Strengths, Challenges, and Strategic Goals. If teachers are trained to use data for instructional planning, differentiated groupings, and assessments. Then students will meet/exceed standards. If administration monitors not only the instructional program implementation but all student progress. Then teachers would become more reflective about their practices and redirect immediately to effectuate change.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>*Principal designed a Summer Institute for Effective Small Groups, in an effort to further establish their skills to impact student achievement on the CCSS - created based on need and interest from staff. On-going PD was developed based on input from the staff. *Principal articulated LWES vision for best practices in August then all teachers developed their personal SMART goals, with a plan of action to improve as professionals. Principal met regularly with teachers to discuss student progress and how she could support them individually. *Principal has created a culture that nurtures college and career readiness with all stakeholders. Teachers were expected to examine data in terms of mastery. Teachers plan together through the use of technology. As engaged learners, all students will meet their targets for NWEA and outline their career paths to success. *Principal shared the School Report Card with parents at the Fall Conference and newsletters sent home. The Parent Handbook outlined expectations for student achievement, learning goals, and</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>*Teachers lead ILT/TT meetings that are data driven to redirect the instructional program based on the CCSS. Through the use of technology all teachers conference to share best practices that have proven effective within our population. Teachers share their thoughts on the CIWP via e-mail with leadership to improve LWES for all students. Ms. Carpenter, is the Union delegate that constantly shares during meetings. Mrs. Strickland our Case Manager shares weekly about RtI progress. Mr. Wilson, our data analysis specialist shares with the staff. Mr. Broughton, coaches K-2 teachers on DIBELS and mClass issues. Ms. Armstrong, leads the Upper Grade team and is the science lead for the school</p> <p>*Teachers discuss and share their views at TT and ILT meetings held weekly.</p> <p>*Teachers complete surveys after attending PDs and share their new learning at TT</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			3
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			
<p>*LWES ILT is compromised of staff members that represent skills and success with all learners.</p> <p>*Our ILT analyzes data using the calendar provided by GHN. Agenda notes identify successes and areas of concern. The areas of concern are the primary target because we examine the cause(s) then brainstorm actions to tackle and solve the problem. Yes, we look at both qualitative and quantitative data to monitor if the actions are actually impacting student achievement.</p> <p>* The information is then shared with the TT, where an in-depth analysis is conducted to determine which students have not met the targets. Then I meet with teachers as needed to examine lesson plans, supplemental materials, assessment schedule, rationale for groupings and schedule a day to observe lesson being taught.</p> <p>* The ILT reflects on its practices based on the data generated from retesting and feedback from the TT. announced comes before the unannounced observation - with immediate feedback. The leadership team shares these findings with the ILT and redirects again if needed -it's a cycle.</p> <p>*Yes, we look at both qualitative and quantitative data to monitor if the actions are</p>			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<p>*ILT/TT analyzes data according to the schedule provided by the GHN to determine how instruction should be redirected to impact student achievement based on the CCSS. Teachers meet with leadership to determine a plan of action and implementation will be observed. Teachers developed a calendar for reassessment to determine mastery. Effective strategies and activities were shared during TT meetings. Data (NWEA/mCLASS -BOY, MOY, EOY; ARS17; AMAT; ASA) were analyzed to redirect instruction and create flexible groupings for differentiated instruction.</p>			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> *StoryTown has a year long scope and sequence aligned with the CCSS and ISAT, therefore, we have followed this outline. GHN has outlined skills that will be tested based on their calendar and is aligned with the CCSS and ISAT. Both are assessed at regular intervals to determine student mastery. AMAT provides pacing for mathematics and is aligned with the CCSS- assessed at regular intervals. ASA provides pacing for science, and is assessed. *Units of instruction are developed around the standards outlined. * Text selected exposes all students to grade- level complexity. In 2011 a non-fiction leveled library was purchased for students. Teachers using current data are about secure materials for all learners. * All students receive reading and math instruction within small groups to focus on their needs - teachers notes provide info for long and short term planning. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> *We follow the ISAT standard to determine how the math and reading series will support the instructional programs and their alignment with the CCSS. *CPS has determined that Everyday Math would be the primary series for grades K-5, and MathThematics for grades 6-8. Story Town is the reading series for grade K-5 and Prentice Hall for grades 6-8. All students use the same text for reading and math with supplemental materials to provide additional support. Technology is integrated throughout all core areas of instruction as a means of supporting all 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>*Data generated by Scantron and mClass is down loaded for each teacher analysis after each assessment. * BOY, MOY, and EOY data from the initial screening of K-2 students is down loaded as a hard copy immediately for analysis. Grades 3-8 administer the SCANTRON three times a year to determine initial placement, growth and mastery at NPR in the spring. All data is immediate using this tool and instruction can be planned accordingly. * AMAT, ASA, and ARS17 assessments provide immediate feedback to teachers for the purpose of redirecting instruction. * Modifications are included to ensure students with disabilities are able to demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			1
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>*Teachers communicate expectations - agenda with objectives stated on the board every morning and communicating the same before-during - at the closure of each lesson. Teachers share how learning presented can be used in everyday living.</p> <p>* Lesson plans and lessons observed include HOTS but also basic recall questioning to engage all learners.</p> <p>*Teachers sequences lessons to build foundational that leads to independent learning.</p> <p>* Students with disabilities are challenged to think logically and their Performance Assessments will demonstrate this development.</p> <p>*Teachers provide evidence through formal and informal assessments that students are progressing towards mastery Grades reflecting constant monitoring are recorded in their Grade Book. Groups are clearly posted with a date included and expectations on the reverse side. Submit sign when goal has been obtained. In essence, groups changed when mastery has been determined and the next skill is identified. We are moving towards a realistic 4 with instruction actually being assessed to prepare students for</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> All students are given diagnostic assessments in reading and math to identify deficits in August. Students are then tracked using STAR Literacy administered every week and using data from ARS17. * Students who have not yet mastered a skill are given corrective instruction in small groups. Aretired teacher works with primary students for about 30 minutes of intervention everyday. * Teachers maintain a journal outlining the nature of the learning and share progress with the ILT/TT. In addition, a wealth of material is available per grade level of successful strategies that are specific to the skill we are assessing at the time - closely monitored by Principal. 	
Professional Learning	Whole staff professional development			
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school in collaboration with GHN has a plan for whole staff development that is ongoing in which they learn about various strategies for effective teaching. The sessions are structured to the needs of each teacher. Teachers then create plans of action after they do a deep dive derived from the data of their classrooms. They will provide up-dated strategies that are maintained and organized in their binder for follow-up meetings with the Principal.</p>	

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DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *TT collaborate weekly with Principal to discuss strategic planning and data. They share ownership for student results on assessments. TT meet regularly to discuss progress-monitoring, successful strategies, as well as short and long-term planning. *Our ILT meets after each formal assessment to analyze the data and examine research based strategies to share with the TT at their meetings. *Teachers analyze their data with the Principal and develop a plan for redirecting instruction. * TT collaborate during meetings with SPED and on Tuesdays with our Rtl Team. *All TT are supported by their ILT. *TT follow the protocol outlined in the ILT Framework provided by CPS and our local expectations. 	
	Instructional coaching ----->			
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> New teachers are assigned mentors to strengthen their pedagogy. Teachers are encouraged and provided opportunities to seek professional development to strengthen an area of concern as observed by the Principal. Teachers are also given qualitative and quantitative feedback with the sole purpose of improving their acumen as an instructor at follow-up meetings with the Principal. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Every staff member communicates high expectations for all students so they may compete in a 21st century global economy and society upon graduation from college. *We have built of culture of college success unintentionally because 29% of the graduating students actually have graduated from college. The graduating class of 2008 has 16 out of 42 with college scholarships - equating to 38%. We will continue to build a strong educational foundation that leads to college. Our Student Council meets monthly to share concerns from their peers, and an annual survey is conducted for additional insight. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> All students have adults throughout the school that support their needs academically and emotionally. Teachers have adopted students to mentor as a result of attending CHAMPS. * The interaction between adults and students is respectful. Students feel respected and redirect their own behavior more frequently - CHAMPS. * Students with disabilities are engaged with their peers during before school sports and after school activities. *Student classroom experiences build on the positive influences from their culture - Black/Hispanic History. 	
Behavior & Safety ----->				
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> The school enforces the CPS Student Code of Conduct(SCC) as the umbrella of our discipline program. All discipline is consistent with the goal of proactively guiding students to positive behavior that contributes to a safe and respectful learning environment. The staff explains to students what behaviors are inappropriate while having the mindset that student behavior can change over time. Positive relationships along with high expectations drive the discipline program. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal Hobbs shares with all parents expectations for student and school performance at open houses, parent conferences, telephone communication, as well as monthly newsletters. Teachers send home in June the expectations for the upcoming year and again in August. Every month teachers provide parents with a newsletter outlining expectations and activities. LWES Counselor works with parents when they are relocating within the City of Chicago. Our School Clerk assists families moving outside of the district. 	
	Ongoing communication ----->			
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Through dialogue, all staff learns more about the background as well as the strengths of students to better meet his/her needs. Staff communicates regularly with parents to report on progress and positive experiences related to their child to strengthen the teacher/parent relationship. The communication is documented in a log that is maintained and completed quarterly for submission to the Principal. 	
Bonding ----->				
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes an environment in which parents are welcomed and can make impromptu visits to check on their child's progress. The Principal encourages parents to volunteer in classrooms as well as extracurricular activities. Parents are invited to attend student performances, literacy nights, science fairs, and the history fair. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> * We identify families in need of specialized support through dialogue, observations, and home visits. Circumstances that need additional attention are referred to social service agencies designed to meet the needs of the child. 	
	College & Career Exploration and election ----->			
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> *The staff takes time to provide information about college and career choices. In addition, programs we employ such as Junior Achievement and Lawyers in the Classroom give students valuable insight. The school counselor also arranges a Career Day involving former students who advise students regarding career paths. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> * LWES provides a guidance class weekly that discusses information concerning college and career paths. In addition, the school evaluates the strengths of each student through observation, academic performance, and EXPLORE to further guide them on future academic plans in high school as well as college. 		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> After conducting a formal survey of students, we learned that fine arts is a priority for grades 3-8. Therefore, Chicago Opera will become a partner to provide singing and acting for students. Hubbard Street Dance will become a partner to provide modern 		

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
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Grade 8 students complete the EXPLORE Career Path survey and data from the exam is examined to help students determine possible career choices.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	*All new Kindergarten students are invited to participate in Step-into-Kindergarten as a summer transitional program. During the months of April through May students attend school with the Kindergarten - read aloud time. Grade 8 parents transitioning to HS met in October with school leadership to discuss the timeline for testing and HS applications. Parents and students developed a calendar for transitioning with the assistance of the school counselor. LWES monitors the dates and follows-up with stakeholders as needed.	

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 ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>*A second computer lab was secured based on the demand from student use of technology related programs and most tests being conducted via the computer. Funds are allocated for field trips to expose students to a variety of career paths and colleges.</p> <p>*We have limited partnerships outside of the school. *Exploration beyond the four walls of the school building is essential to the preparation of college bound individuals. After conducting a formal survey of students, we learned that fine arts is a priority for grades 3-8. Therefore, Chicago Opera will become a partner to provide singing and acting for students. Hubbard Street Dance will become a partner</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>*Staff has been added in the past based on the needs of our students.</p> <p>*We advertise with CPS all openings as needed.</p> <p>*All new hires were interviewed by a panel consisting of parents, teachers, and leadership. Art and PE were initially hired as part-time teachers before being offered full-time positions. Grade 3 and 4 teachers substituted for weeks before being hired - most recent additions.</p> <p>*Grade level teams were reassigned after the 2011 ISAT data showed a deep decrease.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>*The schedule designed is based on input from the teaching staff.</p> <p>*All teachers receive 40 minutes for planning four days each week. Teachers meet with leadership for 40 minutes every Monday to analyze data and plan for Tuesday-Friday of that week.</p> <p>*ELA is an uninterrupted block of a minimum of 90 minutes, and math 90 minutes is scheduled for all students. The pull-out program provides 30 minutes of reading intervention for students identified from initial diagnostic data. All students participate in science labs and social science for a minimum of 45 minutes every week.</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: s intellectual, social, emotional, and physical., as they prepare for careers and colleges to change this world.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Attendance -with regular attendance students will become educated to compete as confident, respectful and self-disciplined individuals. Students will develop foundational practices for comprehension, and problem solving skills required for college and career paths. We are preparing our students with the discipline needed to succeed.	Laura Ward ES attendance has never reached the expected 95%, therefore, the number of students exceeding has always been below CPS expectations. Students being prepared for college and career paths are impacted due to truancy.
2	Reading- Provide students with rigorous, data driven instruction that aligns CCSS and utilizes technology to reach all learners - increase achievement. Build teacher capacity and content knowledge through collaboration and PD, as a result of the Full School Day.	Provide reading intervention to students identified on the beginning of the year diagnostic tests and monitor their progress. Less than 10% of our students have exceeded on ISAT examinations, indicating a lack of readiness for college and career.
3	Mathematics-Provide students with a focused and coherent mathematics curriculum that is data driven and aligned to the CCSS. Refine and enhance teacher content expertise and pedagogical skills through PD and collaboration. Educate parents on the purpose and aim of the CCSS as it pertains to their child's long-term success. Measure student progress towards mastery of requisite concepts in advance of state assessments.	Flexible small group instruction for students functioning at all levels based on pre-test administered in August and monitored weekly. LWES data indicates less than 30% of our students are excelling on indicators that predict college and career readiness paths.

4	Science-Provide students with the knowledge, materials, and technology skills to become a problem solver that has an understanding of the ever changing world in which they live. Build teacher capacity through PD in a way in which their classrooms will emphasize research and inquiry-based learning.	LWES science data has trended downward indicating a stronger core is required from Kindergarten to Grade 8. Currently, less than 60% of our grade 4 and 7 students meet ISAT standards for science. If students are to compete in careers that require logical thinking then our numbers must increase to a minimum of 80% exceeding on the CCSS in 2014.
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
Attendance -with regular attendance students will become educated to compete as confident, respectful and self-disciplined individuals. Students will develop foundational practices for comprehension, and problem solving skills required for college and career paths. We are preparing our students with the discipline needed to succeed.	Laura Ward ES attendance has never reached the expected 95%, therefore, the number of students exceeding has always been below CPS expectations. Students being prepared for college and career paths are impacted due to truancy.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In June 2012 all truant students will receive notification at a Parent meeting about the 2012-2013 expectations for Attendance.	Parental Involvement	All	Principal, Mrs. Woodall	Summer 2012	Quarter 4		Leadership monitors all programs
All Kindergarten parents will attend a before school session during the week of August 6-10, 2012, an outline of the CCSS expectations will be shared. Parents will be given the guidelines for attendance and sign a contract.	Parental Involvement	Other student group	Principal, Mrs. Woodall	Summer 2012	Summer 2012		Leadership monitors all programs
LSC will be provided with the monthly attendance plan and actions required to improve our rate of 95% or higher.	LSC/ PAC/ PTA	All	Leadership	Quarter 1	Quarter 4		Leadership monitors all programs
August meeting with 2011-2012 truants and their parents to review Attendance Contract, and weekly monitoring of these students.	Parental Involvement	All	Principal, Mrs. Woodall	Quarter 1	Quarter 4		Leadership monitors all programs
Teachers receiving 2011-2012 truants will be notified and provided with an outline on the monitoring of these students. All teachers will be provided with pro-active responses for possible truants.	Parental Involvement	All	Principal, Mrs. Woodall	Quarter 1	Quarter 4		Leadership monitors all programs
Monthly attendance will be posted for school improvement towards our 95%	Parental Involvement	All	Principal, Mrs. Woodall	Summer 2012	Quarter 4		Leadership monitors all programs
							Leadership monitors all programs



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
Reading- Provide students with rigorous, data driven instruction that aligns CCSS and utilizes technology to reach all learners - increase achievement. Build teacher capacity and content knowledge through collaboration and PD, as a result of the Full School Day.	Provide reading intervention to students identified on the beginning of the year diagnostic tests and monitor their progress. Less than 10% of our students have exceeded on ISAT examinations, indicating a lack of readiness for college and career.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In May our ILT attended CCSS and the CPS Framework for Teaching PD. All information was shared with teachers. During weekly staff meetings in May-June each Domain was analyzed and discussed. The Shifts in math and reading were analyzed.	Professional Development	All	Principal	Quarter 4	Quarter 4	On-Track	All activities are monitored by leadership
June 2012 all Lead Teachers will attend the Citywide PD on Unit Planning based on the CCSS. Leads will then collaborate here at LWES the following week for our August PD.	Professional Development	All	Principal/Lead Teachers	Summer 2012	Quarter 4		All activities are monitored by leadership
In July teachers will participate in PD focused on Differentiated Instructional practices.	Professional Development	All	Principal/AP/ Lead Teachers	Summer 2012	On-going		All activities are monitored by leadership
In August teachers will participate in Unit Planning PDs based on the CCSS. They will examine how small groups can be incorporated within these units to accommodate all learners.	Professional Development	All	Principal/AP	Summer 2012	On-going		All activities are monitored by leadership
August -all teachers will participate in a review session on effective use of technology for instruction.Leads will share their effective use of U-tube and other websites. Teachers will demonstrate knowledge of how equipment is to be used - Elmo, white board, and projectors.	Equipment/ Technology	All	Leadership/ Mr. Wilson/ Mrs. James	Summer 2012	Quarter 1		All activities are monitored by leadership

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
Mathematics-Provide students with a focused and coherent mathematics curriculum that is data driven and aligned to the CCSS. Refine and enhance teacher content expertise and pedagogical skills through PD and collaboration. Educate parents on the purpose and aim of the CCSS as it pertains to their child's long-term success. Measure student progress towards mastery of requisite concepts in advance of state assessments.	Flexible small group instruction for students functioning at all levels based on pre-test administered in August and monitored weekly. LWES data indicates less than 30% of our students are excelling on indicators that predict college and career readiness paths.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each classroom teacher will inventory supplemental materials to determine their alignment to the CCSS in May 2011. Teachers will collaborate to determine if current materials meet the expectations outlined by explempars provided in CCSS	Instructional Materials	All	Principal	Summer 2012	Summer 2012		Monitored by leadership (written report submitted with plan of action)
ILT/TT in collaboration SPED team will determine what supplemental materials are needed for instructional purposes as we prepare students for college and career paths (May-August).	Instructional Materials	All	ILT/TT	Summer 2012	Quarter 1		All activities are monitored by leadership
August 2012 all teachers in grades 2-8 will be provided with an overview of NWEA to determine how data is analyzed. K-2 will review how data from mClass will analyzed for instruction. After data is generated in August for analysis, teachers will group students for instruction and assess as needed for mastery.	Professional Development	All	Principal	Summer 2012	Quarter 1		All activities are monitored by leadership
August-June teachers will instruct for mastery based on the CCSS. During TT meetings effective strategies will be shared and data analyzed to redirect instruction.	ILT/ Teacher Teams	All	Leadership	Quarter 1	Quarter 4		All activities are monitored by leadership
Weekly teachers will participate in PD to improve student achievement. Intra-grade level meetings will provide teachers with an in-depth view on student progress throughout our school. Teachers will also share effective strategies and coach each other.	Professional Development	All	Teachers	Summer 2012	Quarter 4		All activities are monitored by leadership



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
Science-Provide students with the knowledge, materials, and technology skills to become a problem solver that has an understanding of the ever changing world in which they live. Build teacher capacity through PD in a way in which their classrooms will emphasize research and inquiry-based learning.	LWES science data has trended downward indicating a stronger core is required from Kindergarten to Grade 8. Currently, less than 60% of our grade 4 and 7 students meet ISAT standards for science. If students are to compete in careers that require logical thinking then our numbers must increase to a minimum of 80% exceeding on the CCSS in 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All staff will participate in PD related to CCSS for science over the next two years.	Professional Development	All	Principal	Summer 2012	Year 2		All activities are monitored by leadership
August 2012 all teachers will analyze the CCSS for science during an intra-grade level meeting. Teachers will inventory all materials as they plan for a unit of study based on the CCSS, and how students will be assessed using the frameworks.	Instruction	All	Principal	Summer 2012	Quarter 1		All activities are monitored by leadership
August-June teachers will share effective activities, assessments, and monitoring tools at their TT meetings.	ILT/ Teacher Teams	All	Principal	Quarter 1	Quarter 4		All activities are monitored by leadership
Teachers will observe their peers during instruction to provide feedback on instruction (September-May)	Instruction	All	ILT, Principal	Quarter 1	Quarter 4		All activities are monitored by leadership
Teachers will share with parents expectations/progress on projects being completed during the science labs - monthly	Parental Involvement	All	Principal	Quarter 1	Quarter 4		All activities are monitored by leadership
Teachers will participate in PD opportunities, and seek out partnerships to build their professional capacity.	Professional Development	All	Principal	Summer 2012	Quarter 4		All activities are monitored by leadership



Strategic Priority 4



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