## Granville T Woods Math & Science Academy ES

Englewood-Gresham Elementary Network

6206 S Racine Ave Chicago, IL 60636

ISBE ID: 150162990252216

School ID: 610285

Oracle ID: 31241
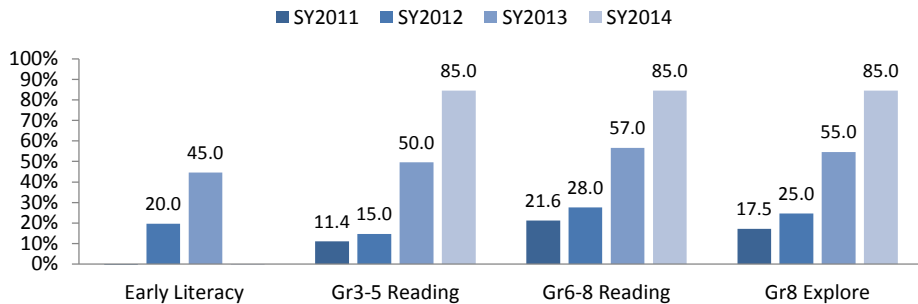
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### Mission Statement

Our mission is to provide an academic program that supports students college and career readiness in literacy, mathemaics, science and technology. Woods Academy is committed to individualized learning experiences, professional development, and increased involvement of parents and the wider community.
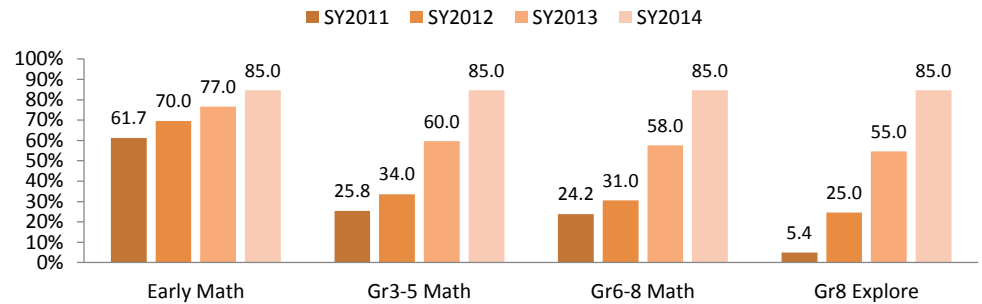
### Strategic Priorities

1. To provide frequent opportunities for family and community members to participate in authentic and engaging school activities and programs

2. All staff will effectively integrate the use of technology including the internet to support high quality common core focused instruction.

3. To organize teacher teams that meet regularly to collaborate on instructional common core standards based activities, such as analyzing results of common assessments ,developing theme units, studying curriculum, sharing effective teaching strategies, and reviewing of student work.

### School Performance Goals

**Literacy Performance Goals**

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|---|---|---|---|---|
| Early Literacy | | 20.0 | 45.0 | |
| Gr3-5 Reading | 11.4 | 15.0 | 50.0 | 85.0 |
| Gr6-8 Reading | 21.6 | 28.0 | 57.0 | 85.0 |
| Gr8 Explore | 17.5 | 25.0 | 55.0 | 85.0 |

**Math Performance Goals**

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|---|---|---|---|---|
| Early Math | 61.7 | 70.0 | 77.0 | 85.0 |
| Gr3-5 Math | 25.8 | 34.0 | 60.0 | 85.0 |
| Gr6-8 Math | 24.2 | 31.0 | 58.0 | 85.0 |
| Gr8 Explore | 5.4 | 25.0 | 55.0 | 85.0 |

# 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: | Granville T Woods Math & Science Academy ES |
|---|---|

## 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 |
|---|---|
| Roslyn J. Armour | Principal |
| A. Selena Roberts | Assistant Principal |
| Monica Jones | Classroom Teacher |
| Vanessa Freeman | Special Education Faculty |
| Denise David | Lead/ Resource Teacher |
| Cassandra Travis | Classroom Teacher |
| Chanique Calloway | Classroom Teacher |
| Anthony Pugh | LSC Member |
| Gayle Hill | Other |
| Kimberely Perdue | LSC Member |
| Ollie Williams | LSC Member |
| Kristin B. Foster | Community Member |

# CIWP

**2012-2014 Continuous Improvement Work Plan**

**Granville T Woods Math & Science Academy ES**

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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 | NDA | 20.0 | 45.0 | 50..0 | **Early Math** % of students at Benchmark on mClass | 61.7 | 70.0 | 77.0 | 85.0 |

| 3rd - 5th Grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 11.4 | 15.0 | 50.0 | 85.0 | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 25.8 | 34.0 | 60.0 | 85.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 35.1 | 50.0 | 68.0 | 85.0 | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 53.8 | 60.0 | 73.0 | 85.0 |

| 6th - 8th Grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 21.6 | 28.0 | 57.0 | 85.0 | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 24.2 | 31.0 | 58.0 | 85.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 46.3 | 50.0 | 68.0 | 85.0 | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 50.9 | 55.0 | 70.0 | 85.0 |

| 8th Grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Explore - Reading** % of students at college readiness benchmark | 17.5 | 25.0 | 55.0 | 85.0 | **Explore - Math** % of students at college readiness benchmark | 5.4 | 25.0 | 55.0 | 85.0 |

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## Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|---|
| Attendance Rate<br>Average daily attendance rate | 91.9 | 93.0 | 95.0 | 98.0 | | Misconducts<br>Rate of Misconducts (any) per 100 | 41.5 | 28.0 | 20.0 | 15.0 |

## State Assessment

| All Grades<br>% Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades<br>% Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|---|
| ISAT - Reading<br>% of students meeting or exceeding state standards | 59.5 | 65.0 | 70.0 | 75.0 | | ISAT - Reading<br>% of students exceeding state standards | 6.5 | 9.0 | 12.0 | 15.0 |
| ISAT - Mathematics<br>% of students meeting or exceeding state standards | 75.3 | 78.0 | 81.0 | 85.0 | | ISAT - Mathematics<br>% of students exceeding state standards | 11.1 | 12.0 | 13.0 | 15.0 |
| ISAT - Science<br>% of students meeting or exceeding state standards | 48.5 | 52.0 | 56.0 | 60.0 | | ISAT - Science<br>% of students exceeding state standards | 2.0 | 5.0 | 7.0 | 19.0 |

## 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** |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.<br>• 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.<br>• 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. | In 2012, the percentage of students who will score at or above on the Scantron/NWEA is 15% in Reading and 34% in Math. The percentage of students who will score at or above on the Scantron/NWEA will continue to increase by an average of 16.6 percent per year.<br>Goals are established to address critical and severe deficiencies in Math, Reading and Science.<br>School wide achievement goals will be posted so that the faculty & Staff can view them on a regular basis.<br>Improvement goals are assigned to members of the ILT team in areas focused on Math, Reading, and Science.<br>Reports, graphs, and charts are available for overall student | |
| | ***Principal Leadership*** | ------------------------------------------------------------------------------------> | | **3** |
| | • Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.<br>• Principal monitors instructional practice for teacher evaluations.<br>• School-wide or class specific vision is not consistently focused on college and career readiness.<br>• 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<br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.<br>• 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.<br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school<br>Response to intervention measures are in place<br>The school schedule is designed so that students can receive academic help while in school<br>After-school programs are in place ( Progressive learning, Aim High, 21st century<br>Tutorial programs are in place ( V-Math, Kids College, Sum dog, Achieve 3000,<br>Enrichment programs are in place (Comprehensive Gift Program, Sherwood Conservatory of Music, 2ND Step Program, 21st Century, Urban Gateways, Ujima, May I have this Dance?, Yearbook, Center for Psychoanalysis<br>School- Wide language of instruction (Objectives are posted and CCSS based)<br>The school leader provides frequent observations and feedback to teachers | |

Date Stamp November 22, 2012

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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.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• 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):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | ILT- 2nd grade teacher, two third grade teachers, Math Specialist, Resource teacher, Pre-Kindergarten Teacher, Special Education Teacher, Counselor, 8th Grade teacher,<br>Grade level Chair for each Pre-KDG-2nd- Ms. Thrash<br>3rd-Travis,4th- Kelley,5th-Gray. 6-Jennings, Upper- Cycle (7-8)-Brown<br>Special Ed-Parker, Resource-David<br>Reading Committee-Jennings<br>Math Committee-David<br>Science Committee-Brown<br>Data Team-Freeman<br>Sport Committee-Deshazer<br>Career Day- Freeman<br>RTI- Jones<br>Technology-Pugh<br>Union Rep- Pugh<br>CWIP- Calloway, Travis, Freeman, Pugh, Jones, David<br>Community Partnerships-Ms. Body<br>GO for the Goal-Deshazer,Peppers<br>Awards Committee-Roberts | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instructional Leadership Team (ILT)* | --------------------------------------------------------------------------------------> | | 3 |
| • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• 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.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• 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.<br>• The ILT leads the  work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• 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.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | ILT- Jones- Pre-KDG  Freeman-Resource, Assistant Principal-MS. Roberts,Moore-2nd,Travis-3  Principal-Mrs. Armour,Calloway-3rd,Harper-Special Ed,Brown-8th,Counselor-St. Clair,Math-David,Jennings-Reading,Thrash-1st<br><br>Meets  twice a month<br>analyzie qualitative and quantative data and to discuss nextsteps<br>Develops the school's plan forinstructional improvement and monitors progress on the plan<br>Works collaborativley to ensure high quality professional development and collaboration time across grade levels and departments<br>Planning and Implementing PD relative to instructional improvement and schools priorities .Goal-setting based on data about problems and possible explanations<br>Implementing Coaching with fellow teachers for improvement on pedalogical practices | |
| *Monitoring and adjusting* | --------------------------------------------------------------------------------------> | | 2 |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available.  Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | The school is in the planning stages of developing a systematic approach to data analysis  relative to the schools  theory of action on a on going basis. Organize data from classroom assessments to show who is excelling and who needs enrichment. Chart or use gradebook to display meaning ful data so students are aware. | |

Date Stamp November 22, 2012

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | ***Curriculum*** | ----------------------------------------------------------------------------------------> | | **3** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• 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.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• 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.<br>• 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. | • Scope and sequence documents are submitted to principal the first week of school. • ILT will provide curriculum integration units which will be implemented throughout the school year. The following curriculum programs will be utilized.<br>o Lead 21 (KDG-5th Grade), Envision Math(KDG-5th Grade), Interactive Science (KDG- 8th Grade), Balanced Literacy (6th -8th), Math Thematics (6th-8th), Harcourt Horizon (4th & 5th), Holt, Call to Freedom (6th-8th)<br>• Lead 21 includes a common reader to all students for the unit. Envision provides on-level center activity and practice master handouts<br>• Reading: Students are grouped according to their differential reading level for additional individual support: Advanced, Benchmark, Strategic and Intensive. Math: Students also grouped based on "Quick Check Master" to provide differentiated instruction in school for Intervention, On Level, and Advanced students during center | |
| | ***Instructional materials*** | ----------------------------------------------------------------------------------------> | | **3** |
| | • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.<br>• 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.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | • Envision Math(Kindergarten-5th Grade), Mathematics (6th-8th), Lead 21 (Kindergarten-5th Grade), Balanced Literacy (6th -8th), Harcourt Horizon (4th & 5th), Holt, Call to Freedom (6th-8th)          • Literacy: Students are grouped according to their reading level for additional individual support: Advanced, benchmark, strategic and intensive. Written goals are established for eliminating the differences in achievement for students with disabilities. Written goals address the most critical and severe deficiencies. Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal. | |

**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* | ----------------------------------------------------------------------------------> | | 2 |
| • School wide data is available to the ILT.  Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.<br>• 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.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• 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.<br>• 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.<br>• 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).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | • Data wall for NWEA displayed in ILT's meeting room (analyzing reading & math achievement); Data wall in classrooms.          • Summative: common unit assessments for each grade and subject; MClass: Math assessment for Kindergarten through 2nd grade: Quarterly testing is administered at the beginning, middle, and end of the school year.  Progress monitoring for Strategic (monthly), Benchmark(every 2 weeks), and Intensive (weekly) given as designated by the district. Daily Exit Tickets, Daily Spiral Review, Teacher observations (anecdotal record), Weekly Quizes, reteaching lessons.    • Student work include projects, presentations, constructed responses (extended responses), performance test/ task, timed drills (via computer or paper).<br>• Accommodations and modifications are specified in student's IEPs. Quizes, test, projects, and required percentages are modified for students with disabilities. Additional support from resource teachers are provided. | |

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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.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• 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.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | • Teacher post and discuss the daily objective(s) and the goal of the lesson prior to the lesson. Center directions are posted and expectations are stated.                      •<br>Teachers build academic rigor into every lesson, in every classroom by incorporating Bloom's Taxonomy Breakdown to prepare units, lessons, quizzes, and discussions.                      • All core subject instructional materials provide innovative text complexity, technologies, and effective scaffolding instruction in the areas of vocabulary, word study, concept development, fluency, critical thinking, and weekly skill to engage all learners. | |

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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.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• 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.<br>• 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<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | • MClass, Bass, STEP, NWEA<br>• RTI Team, resource teachers, computer/math lab.  Double blocks in literacy and math. Balanced literacy groups. Strategic, Benchmark, and intensive groups. Teachers also provide independent study through computer assisted instruction. This instruction occurs daily in the classroom, resource/computer labs, and home. o Map Reading and Map Math: students are grouped to in differential math and reading levels. VMath: Math intervention program for 3rd, 6th, and 8th graders. Whole group & individual computer based. Pretest, post-test, daily teacher directed lessons, and individual computer applications where students work at their own pace. Word problem practice provided in daily lessons. Kids College (reading, math, and science), Achieve 3000, Sumdog and Carrrot Stick: students compete with classmates and students world wide with timed mathematical test.                                                       • ILT<br>meets weekly to analyze data and discuss instructional plans needed | |
| **Whole staff professional development** -------------------------------------------------------------------------------> | | | **4** |
| • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• 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.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | • Online/webinars professional development courses and resources are available to teachers regarding their instructional growth goals. Teacher-led professional development is available to teachers regarding their instructional goals.  Instructional coaching is available to teachers regarding their instructional growth goals<br>• Data is collected linking the effectiveness of professional development to the improvement of teacher practices. When asked, teachers can describe how the professional development supports their attainment of instructional growth goal. Teachers are to submit a reflective piece regarding their recent professional development, coaching, or teacher collaboration | |

*Professional Learning* (side label)

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 3:** | *Grade-level and/or course teams* | ----------------------------------------------------------------------------------> | | 2 |
| | • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• 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.<br>• 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.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | Teachers meet weekly to discuss instruction and plans for the future. Grade level agendas. During this time they collaborate with planning lessons and other team teaching collaborations. Teachers progress monitor data by creating and analyzing data from Scantron testing-Scantron Data Analysis forms completed during every testing period (fall, winter, Spring).  Ownership of student learning Teachers/students are responsible for learning and students movement.  Teacher teams receive instructional support when asking for support, ILt member, math support. | |
| | *Instructional coaching* | ----------------------------------------------------------------------------------> | | 3 |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• 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.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | Coaching typically takes place through informal associations Instructional coaching (math) is given when asked for help.  Formal support for new teachers come from district-sponsored induction. Support ffrom principal and New Teacher Center for new teachers. Teachers are to register and attend professional development as they feel fit for them and also some that are mandatory.  Principals observe classes and have a debriefing session following the meeting. The teacher receives quality feedback that supports individual growth.  Peer coaching (science)  The teachers collaborate and discuss what students need to know to get to the next level.  Peer observation/visitations are in the making and developing to be implemented in our school. | |

## 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 |
|---|---|---|---|
| **High expectations & College-going culture** | --------------------------------------------------------------------------------> | | 3 |
| • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | The school has developed a college to career radiness culture through its annual Career Day that exposes students to a variety of carerr opportunities. Students learn first hand from experts from various fields. These experiences enable our students to make important decisions about their own lives, education, career, or vocational interest. Student are cecognized through award ceremonies and activities for attendance, honor roll and most improved. | |
| **Relationships** | --------------------------------------------------------------------------------> | | 3 |
| • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• 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<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | The school offers a "Check and Connect" Girls' Mentoring Program as a component of the PBIS (Positive Behavior Intervention and Supports) that advocates eliminating achievement gaps for girls of low socio-economical backgrons. Students with disabilities are inclusive in all community, school academic, social and extracurricular activities. The Woods Academy National Elementary Honor Society (NEHS) recognizes students for their outstanding academic chievement and personal responsibility. The chapter provides meaninful service to the school and community, and develops essential leadership skills. The teachers engage students in cooperative learning, project based learning and active learning strategies. Common planning opportunities are available for analyzing students' classroom academic performance and data driven | |
| **Behavior& Safety** | --------------------------------------------------------------------------------> | | 3 |
| • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• 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.<br>• Staff establishes and maintains a safe, welcoming school environment. | Our school, staff students, and family members establish and maintain school behavioral experctations, rules, and routines that teaches students to manage behaviors and helps students to improve positive behaniors. The school ha a policy through PBIS that out outlines teacher vs office discipline violations. Each classroom teacher outlines the students' expected behaviors within and outside the school. Staff adheres to the Student Code of Conduct to promote the desirable conduct and behavior for each student. It ensures a safe environment for students, faculty and staff. | |

**DIMENSION 4:Climate and Culture**

## 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 |
|---|---|---|---|
| **_Expectations_** | ------------------------------------------------------------------------------> | | **3** |
| • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• 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.<br>• 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.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | Principal provides clear information to families on school performance and accurately explains information so that families understand its relevance to their child as well as the plan for improvement: *At Local School Council meetings via the School Progress Report, * Via monthly school newsletters, * Via school website, * Goal: Mass messaging system utilizing multi-media test messaging, *Goal: Improving school website with podcast and video meeting capabilities.  Teachers provide clear information to families on their grading system and what students are expected to achieve in a given grade level: *Via regular one-to-one Parent/Teacher conmimication * Via Parent/Teacher Conference, *Via Parent Portl, Goal Open House Parent Portal log in assistance/workshop/for parents.  Family can learn about the transition process:  *Via | |
| **_Ongoing communication_** | ------------------------------------------------------------------------------> | | **3** |
| • 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. | 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. *Via regular one to Parent/Teacher Communication * Via Paren/Teacher Conference, * Via Parent Portal, * Classroom | |
| **_Bonding_** | ------------------------------------------------------------------------------> | | **2** |
| • The school has a business-like atmosphere.<br>• 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.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | The School establishes a non-threatening, welcoming environment. School staff and CSI Community Partner provides occasional opportunities for families and community members to participate in engaging activities in the school community like student performance, exhibitions, assemblies etc.  Parent Information Meetings - Grade level & Community Meetings, Family Literacy Nights, School Assemblies, Student Performance. | |

*(left margin, vertical text:)* **DIMENSION 5: Family and Community Engagement**

Date Stamp November 22, 2012

# School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| ***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. | Specialized support is offered to all families that are in need either through our community partner or social worker. The social agency is in the school working with parents twice a week and students engage in group session once a week with the agency. | |
| ***College & Career Exploration and election*** | --------------------------------------------------------------------------------> | | **3** |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | Career Day – Faculty, Staff and Parents invite various members of the community to share their professional experiences with students. Guests are asked to focus on how they selected their career, the educational demands, and other benefits they have from their respective careers. K-8. | |
| ***Academic Planning*** | --------------------------------------------------------------------------------> | | **2** |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• 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.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Junior Achievement - Junior Achievement USA is the nation's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21st century. K-8. "What I Want to Be, Is Up to Me" – (Incorporated with Career Day) students during that month will select two (2) career choices. After classroom discussions | |
| ***Enrichment & Extracurricular Engagement*** | --------------------------------------------------------------------------------> | | **3** |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | Lawyers in the Classroom – the Constitutional Rights Foundation Program allows students to study their rights provided in the Bill of Rights. Lawyers come to class and provide lesson that enhance student's knowledge of the law and their rights and responsibilities as | |

**N 6: College and Career Readiness Supports**

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSIO** | ***College & Career Assessments*** | ------------------------------------------------------------------------------> | | 3 |
| | • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | Greater Lights Mentoring – Program selects students to mentor using Character Education, High School and College Preparation, and Career and interview development skills. 6-8HBCU & Illinois College Month – Teachers and staff  select an Illinois and an HBCU college/university to highlight during the month. HBCU's schools will | |
| | ***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. | DNA | |
| | ***Transitions*** | ------------------------------------------------------------------------------> | | 2 |
| | • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (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. | Junior Achievement - Junior Achievement USA is the nation's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21st century. K-8. Student T-shirt Store – Students will design and print t-shirts for the school. Students will | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 7: Resource Alignment** | ***Use of Discretionary Resources*** | ------------------------------------------------------------------------------------> | | **3** |
| | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• 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 used align to the school goals and use to enchance the school priorities. Funds are also used to employ staff to help education and other school and district priorities. Grant funding will be a focus this year to help achieve a full functioning technology program. | |
| | ***Building a Team*** | ------------------------------------------------------------------------------------> | | **3** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• 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.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | When it is determined that there is a need for staff the grade level chair & administration decided what is needed and actively look for a candidate that will embrace the mission of the school. The candidate will be observed teaching the subject they are appling for to see if they know the subject, can engage the students, and is open for suggestions. Once a candidate is selected then administration will check their background to see how they performed at their last school. | |
| | ***Use of Time*** | ------------------------------------------------------------------------------------> | | **2** |
| | • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• 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.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks. | The school schedule is designed with the student in mind. The schedule is set up so the teachers will have time to meet with each other for collaboration. There will be time set aside for struggling students to work with staff so as to receive invevention in their area of weakness. | |

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 provide an academic program that supports students college and career readiness in literacy, mathemaics, science and technology. Woods Academy is committed to individualized learning experiences, professional development, and increased involvement of parents and the wider community.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | To provide frequent opportunities for family and community members to participate in authentic and engaging | We scored our school a 2 in Bonding on the SEF. By working together to empower and motivate the family and commu |
| 2 | All staff will effectively integrate the use of technology including the internet to support high quality common cc | We scored our school a 3 in Instruction on the SEF. By strategically integrating the use of technology, our students will |
| 3 | To organize teacher teams that meet regularly to collaborate on instructional common core standards based ac | We scored our school a 2 on grade level/course teams on the SEF. Weekly horizontal and vertical teacher teams will f |
| 4 | Optional | |
| 5 | Optional | |

**2012-2014 Continuous Improvement Work Plan**

**Granville T Woods Math & Science Academy ES**

CHICAGO PUBLIC SCHOOLS | CPS

## Strategic Priority 1

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

| Strategic Priority Description | Rationale |
|---|---|
| To provide frequent opportunities for family and community members to participate in authentic and engaging school activities and programs | We scored our school a 2 in Bonding on the SEF. By working together to empower and motivate the family and community to become more engaged we will ensure all students are prepared to succeed in our global economy and society. |

## Action Plan                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Implement student council to increase student involvement | After School/ Extended Day | All | Family focus | Quarter 1 | | | |
| Bring your parent to school day | Parental Involvement | All | Family focus | Quarter 2 | | | |
| Annual Father & Daughter Dance | Parental Involvement | Other student group | Family focus | Quarter 2 | | | |
| Annual Mother & Son Tea | Parental Involvement | Other student group | Family focus | Quarter 4 | | | |
| STEM learning nights 3 | Instruction | All | ILT/Family Focus | On-going | | | |
| Offer adults education to parents that want to attend | LSC/ PAC/ PTA | Not Applicable | Administration and Community Partner | On-going | | | |
| We will implent the Full Day Schedule with involving areas of the Arts. | Staffing | All | Administration and Art/Music Teachers | On-going | | | |
| Increase the amount of parents attending PAC & LSC meeting. | LSC/ PAC/ PTA | Not Applicable | Parents, & Principal | On-going | | | |
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## Strategic Priority 1

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## Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|---|---|
| All staff will effectively integrate the use of technology including the internet to support high quality common core focused instruction. | We scored our school a 3 in Instruction on the SEF. By strategically integrating the use of technology, our students will be college and career ready as to creating, refining, collaborating on authentic task and assessments. |

## Action Plan                                                            Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| E-Meeting | LSC/ PAC/ PTA | All | Administration | Quarter 1 | | | |
| Mass Text | Parental Involvement | All | Administration | Summer 2012 | | | |
| Calling Post | Parental Involvement | All | Administration | Summer 2012 | | | |
| Software; Sumdog, Carrrot Stick ,Webinars, Excel,Power point, mobi, clickers, Learning A-Z | Instruction | All | All staff | Quarter 1 | | | |
| Technology equipment, video cameras,elmo,projecters, | Instructional Materials | All | Administration | Quarter 1 | | | |
| Purchase Staff for classroom & arts | Staffing | All | Administration | Quarter 1 | | | |
| Recess with the use of technology and physical ed | Other | All | Administration | Quarter 1 | | | |
| Technology support & programs | Equipment/ Technology | All | Administration | Quarter 1 | | | |
| REACH implentation will begin the first quarter. Explanation will be given to staff at beginning PDs and ongoing during the year. | Other | All | Administration | Quarter 1 | | | |
| Implement phonic back into the primary grades. | Instruction | Other student group | Primary Teachers | Quarter 1 | | | |
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## Strategic Priority 2

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## Strategic Priority 3

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

| Strategic Priority Description | Rationale |
|---|---|
| To organize teacher teams that meet regularly to collaborate on instructional common core standards based activities, such as analyzing results of common assessments ,developing theme units, studying curriculum, sharing effective teaching strategies, and reviewing of student work. | We scored our school a 2 on grade level/course teams on the SEF. Weekly horizontal and vertical teacher teams will focus on the development of ongoing and honest discussions based on Common Core standards and data. All staff will share a collective responsibility for all students being college and career ready in 21st century. |

## Action Plan                                                                 Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Establish timed agendas as the focus for weekly meetings | ILT/ Teacher Teams | All | Grade Chair | Summer 2012 | | | |
| Establish organization techniques | ILT/ Teacher Teams | All | ILT | Summer 2012 | | | |
| Data wall per class or data board using a science board and post | ILT/ Teacher Teams | All | ILT/Teacher Team | Summer 2012 | | | |
| Data decision rules are connected with progress monitoring | ILT/ Teacher Teams | All | ILT | Summer 2012 | | | |
| | | All | | | | | |
| Develop , administer and score grade level assessments | ILT/ Teacher Teams | All | Teacher Teams | Summer 2012 | | | |
| Vertical teams meet every three weeks | ILT/ Teacher Teams | All | Teacher Teams | Quarter 1 | | | |
| Plan communication for parents | ILT/ Teacher Teams | All | Teacher Teams | Quarter 1 | | | |
| Deep dive the curriculum and align with common core if necessa | ILT/ Teacher Teams | All | ILT/Teacher Team | Summer 2012 | | | |
| Monitoring system in place for implementation | ILT/ Teacher Teams | Not Applicable | ILT | Summer 2012 | | | |
| Data notebook per class | ILT/ Teacher Teams | All | Teacher Teams | Summer 2012 | | | |
| Bring research for Quarterly PD and weekly PD Professional Pub | ILT/ Teacher Teams | All | Teacher Teams | Summer 2012 | | | |
| Professional Membership for PD | ILT/ Teacher Teams | All | Administration | Quarter 1 | | | |
| Profesional Development for CCSS | Instruction | All | ILT/Administration | Summer 2012 | | | |
| Offer classes during Intersesscion for students that Meet or Exceed on ISAT & NEWA assessments. | After School/ Extended Day | All | ILT/Administration | Quarter 1 | | | |

## Strategic Priority 3

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Develop a program for students that are below in both Reading and Math RTI | ILT/ Teacher Teams | All | ILT | Quarter 1 | | | |
| Implement phonic back into the primary grades. | Instruction | All | Primary Teachers | Quarter 1 | | | |
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Date Stamp November 22, 2012

## 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 |
|---|---|
|  |  |

### Action Plan / Monitoring

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