Carter G Woodson South Elementary School

Burnham Park Elementary Network

4414 S Evans Chicago, IL 60653

ISBE ID: 150162990252521

School ID: 610345

Oracle ID: 26541

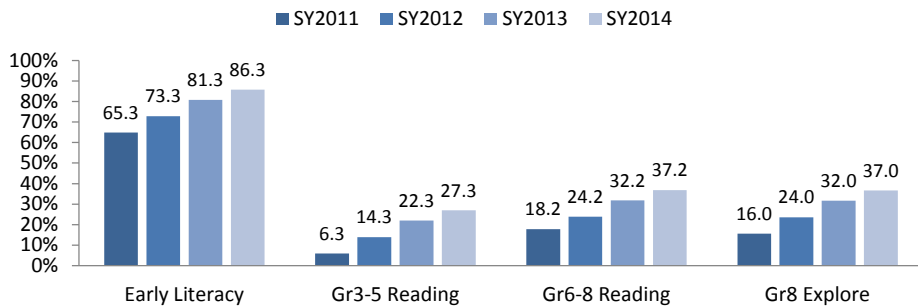CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

All students at Woodson Elementary School will receive individualized instruction that is data driven to ensure that students will become; critical reflective thinkers. Student will use technology across the curriculum. Through our rigorous instruction we will develop students who have pride in self, are self disciplined and take responsibility for their learning. Our students will be exposed to a variety of learning opportunities to ensure their ability to be competitive in a global society.
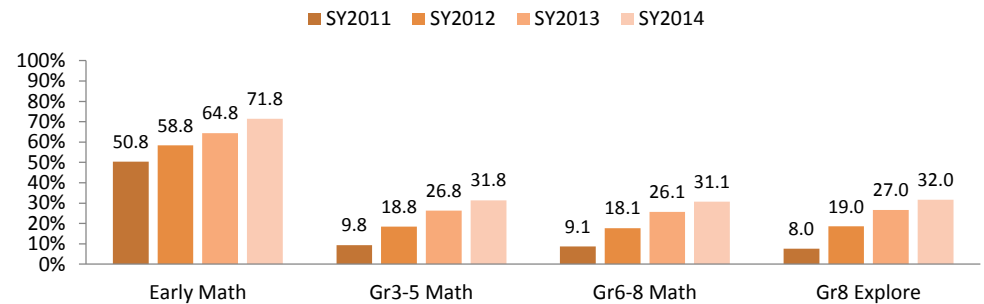
Strategic Priorities

1. Teachers will use interium assessment data to create action plans to differeientate and enrich student learning goals

2. Woodson will use the Foundations training to create a safe and productive school environment with structure and accountabilty

3. Through extensive staff training, teachers will use Bloom's Taxonomy to scaffold lessons to meet the needs of all learners.

School Performance Goals

Literacy Performance Goals

SY2011　SY2012　SY2013　SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	65.3	6.3	18.2	16.0
SY2012	73.3	14.3	24.2	24.0
SY2013	81.3	22.3	32.2	32.0
SY2014	86.3	27.3	37.2	37.0

Math Performance Goals

SY2011　SY2012　SY2013　SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	50.8	9.8	9.1	8.0
SY2012	58.8	18.8	18.1	19.0
SY2013	64.8	26.8	26.1	27.0
SY2014	71.8	31.8	31.1	32.0

CIWP

Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Carter G Woodson South 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
Tamara Littlejohn	Principal
Cassandra Davis	

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	65.3	73.3	81.3	86.3	**Early Math** % of students at Benchmark on mClass	50.8	58.8	64.8	71.8
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	6.3	14.3	22.3	27.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	9.8	18.8	26.8	31.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	31.7	39.7	47.7	52.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	33.3	41.3	49.3	54.3
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.2	24.2	32.2	37.2	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	9.1	18.1	26.1	31.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.4	48.4	56.4	61.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	33.7	41.7	49.7	54.7
8th Grade									
Explore - Reading % of students at college readiness benchmark	16.0	24.0	32.0	37.0	**Explore - Math** % of students at college readiness benchmark	8.0	19.0	27.0	32.0

2012-2014 Continuous Improvement Work Plan

Carter G Woodson South Elementary School

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Elementary Goal Setting

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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	91.9	95.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	70.5	50.5	40.5	30.5

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	45.7	53.7	61.7	66.7		**ISAT - Reading** % of students exceeding state standards	2.4	10.4	18.4	23.4
ISAT - Mathematics % of students meeting or exceeding state standards	56.3	64.3	72.3	77.3		**ISAT - Mathematics** % of students exceeding state standards	4.3	12.3	20.3	25.3
ISAT - Science % of students meeting or exceeding state standards	46.6	54.6	62.6	67.6		**ISAT - Science** % of students exceeding state standards	0.0	8.0	16.0	21.0

School Effectiveness Framework

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	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. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The administrative team outlined the three foci areas that all professional development was aligned to. Those foci areas were instructional strategies, data analysis, and social emotional strategies. These three "big rocks" were focal points to which everything was aligned.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The professional learning systems that were established at the school ranged from once a month whole staff PD, content specific instructional improvement committees, and weekly teacher team meetings. Teacher team meetings took place twice a week. One day had a focus of instructional strategies and the other day had a focus of data analysis. These meetings were used to clarify and coach teachers on best practices and analyze student sample work. Benchmarks were establish to monitor student progress and adjust for teacher coaching. Parents were engaged through quarterly parent and family nights. Parents were also engaged through PAC and LSC meetings.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The school established numerous teacher leadership roles for the staff to be invested in to the school culture. Those teacher led committees were: IIC chair and co-chair person, grade cluster chairperson, ILT membership, P.B.I.S team, mentor teachers, union representitive, and coach.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT comprised of the administrative team and two teacher representitves. The team met to analyze and discuss the academic trends of student achievement. The team gave professional development during teacher team meetings on how the school will approach better teaching and learning.Asse	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Assessment data was analyzed on a weekly basis. This was aligned to our schoolwide focus area of data analysis. This weekly deep dive assisted in going deeper or wider with the professional development given to teachers.	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**2**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	All teachers used the Illinois Assessment Framework standards to guide the instruction given to the students. During teacher team meetings and schoolwide planning time, teachers would create their action plans to map out the standards that they would cover for each quarter. The yearly scope and sequence was developed during the beginning of the year professional development. All academic action plans included students with disabilities	
Instructional materials	-->		**2**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	All teachers in grades K-5 used Harcourt instructional materials. Middle school teachers use Prentice Hall. Teachers align their instructional materials to the standards. Depending on the students IEP, children with disabilities are provided a modified version of the curriculum.	

DIMENSION 2: Core Instruction

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide classroom data for Anet interim assessments are available after each 6 week cycle. The additional assessments that are available for immediate review are all DIBELS and Mclass assessments. Through teacher team meetings teachers analyze student work samples for evidence of mastery. Teachers also use other assessments to get a better snapshot of the students academic performance.	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	The learning objective is commuinicated to students and is aligned to the standards. Teachers are at the beginning stages of use HOTS. Teachers are pacing their instruction using the Illinois Assessment Framework Statements. The scope and sequence of standards are paced through their curriculum action plans for their content areas. The level of rigor ranges depending on the teacher's delivery. Teachers scaffold their instruction depending the student data. Teachers use formative assessments every six weeks	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	During teacher team meetings, teachers use interim assessment data to determine which students need academic interventions. This occurs every six weeks. Teachers are coached on effective practices to close the achievement gap. An example of such interventions was iPlan for middle students. This is where students were divided by reading and math intervention and enrichments. Interventions are closely monitored by the administrative team.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	School wide PD is tied to the three foci areas. The strategies of the professional developemnt are closely monitored through the weekly teacher team meetings.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	The professional learning systems that were established at the school ranged from once a month whole staff PD, content specific instructional improvement committees, and weekly teacher team meetings. Teacher team meetings took place twice a week. One day had a focus of instructional strategies and the other day had a focus of data analysis. These meetings were used to clarify and coach teachers on best practices and analyze student sample work. Benchmarks were establish to monitor student progress and adjust for teacher coaching. Interim assessment data was analyzed every six weeks to progress monitor student achievement	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers are supported through the NCTC and a buddy teacher in the building. Each teacher make a professional developemnt plan at the end of the year. The plan is reveisted during post observations. Informal coaching takes place on a weekly basis via mini observations. Peer coaching and classroom observations are apart of the teacher team professional development.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some teachers reinforce expectations to aspire to go to college. The school has exposed the students to college and career professions through fair and character education classess.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students have formed bonds with adult advocates. Interactions with adults in the building inconsistantly respectful.	
	Behavior& Safety	-->		

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.		

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**2**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parents are provided information about school progress through monthly PAC and LSC meetings. Parents are provided with information such as grading scales, assessment data, and promotion status every 5 weeks.	
	Ongoing communication	-->		**2**
	• 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.	Parents are contacted on a minimum bases of every 5 weeks on student academic progress. Teachers are required to maintain a communication log of all parent contacts. This is maintained on weekly basis.	
	Bonding	-->		**2**

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school establishes a non-threatening welcoming environment. The school provides quarterly opportunities for family to participate in content area family nights.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school SPED team and social worker conduct intensive outreach to familes on student services and academic progress of IEP goals.	
College & Career Exploration and election	-->		2
• 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.	The school provides information about college and career profesions through counselor character education classes.	
Academic Planning	-->		2
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides information about college and career profesions through counselor character education classes.	
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.	Extracurricular activities include sports, chess, dance, and drill team	

N 6: College and Career Readiness Supports

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
College & Career Assessments	-->		
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in the Explore 8th grade exam.	
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.		
Transitions	-->		3
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Parents are provided with the required test scores and grades needed to be promoted to the next grade. This document is given to each parent. Parents are required to sign the document as a receipt of the notice	

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Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	All funds are aligned to school priorities. The school scouts community partnerships and grants. The only priorities that are funded are those that are strategic priorities	
	Building a Team	-->		**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is conducted after a vacancy is presented. The interview process is a multi step process of interview and demonstration lesson. Candidates are scouted for their skills and fit for the grade level team.	
	Use of Time	-->		**4**

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Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Student schedules are design to maxium the amount of time that students are learning and receiving enrichment and intervention time. All teachers are provided grade level planning time.	

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Mission & Strategic Priorities

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

Mission Statement

All students at Woodson Elementary School will receive individualized instruction that is data driven to ensure that students will become; critical reflective thinkers. Student will use technology across the curriculum. Through our rigorous instruction we will develop students who have pride in self, are self disciplined and take responsibility for their learning. Our students will be exposed to a variety of learning opportunities to ensure their ability to be competitive in a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will use interium assessment data to create action plans to differeientate and enrich student learning goals	To move teacher practice it will be essential that teachers are skilled in using student assessment data to create strategic action plans to progress monitor student achievement on the skills and standards that they are tested on
2	Woodson will use the Foundations training to create a safe and productive school environment with structure and accountabilty	All staff will be come experts in the principles of the school wide culture and climate program. This level of expertise will ensure that we have a safe, respectful, and well disciplined school environment.
3	Through extensive staff training, teachers will use Bloom's Taxonomy to scaffold lessons to meet the needs of all learners.	The goal for all teachers is to become proficent in applying higher order thinking skills in the various domains of Bloom's Taxonmy to increase rigor in instruction.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will use interium assessment data to create action plans to differeientate and enrich student learning goals	To move teacher practice it will be essential that teachers are skilled in using student assessment data to create strategic action plans to progress monitor student achievement on the skills and standards that they are tested on

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each classroom will asses the instructional materials needed to purchase to meet the goals of indiviual students	Instructional Materials	All	All staff	On-going	On-going	On-Track	
Teachers will received professional development in the areas of differeientatied instruction and creating action plans	ILT/ Teacher Teams	All	Administrators	Summer 2012	On-going	On-Track	
Teachers will provided with substitutes to conduct peer observations in the implementation of successful action plans	Instruction	All	Teachers	On-going	On-going	On-Track	
Parent meetings to discuss the progress of student action plans	Parental Involvement	All	All staff	Quarter 2	On-going	On-Track	
Each classroom will asses the technology needed to purchase to meet the goals of indiviual students	Equipment/ Technology	All	Teachers	On-going	On-going	On-Track	

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
Woodson will use the Foundations training to create a safe and productive school environment with structure and accountabilty	All staff will be come experts in the principles of the school wide culture and climate program. This level of expertise will ensure that we have a safe, respectful, and well disciplined school environment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The culture and climate team will analyze school conduct data to create strategic remediation plans	ILT/ Teacher Teams	All	Culture and climate team	Quarter 2	On-going	On-Track	
Students will be recognized with incentives for excellent conduct that models the school's core values of SMART	Other	All	Principal & Dean	Quarter 2	On-going	On-Track	
Teachers will attend professional development classes to coach their techniques in creating their safe and productive classroom environments	Professional Development	All	Teachers	Summer 2012	On-going	On-Track	
Classroom teachers will have the supplies needed to create the safe and structured classroom for an optimum learning environment.	Supplies	All	Teachers	Summer 2012	On-going	On-Track	

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
Through extensive staff training, teachers will use Bloom's Taxonomy to scaffold lessons to meet the needs of all learners.	The goal for all teachers is to become proficent in applying higher order thinking skills in the various domains of Bloom's Taxonmy to increase rigor in instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will conduct peer observations to model and observe instructional best practices using the domains of Bloom's Taxonomy	Professional Development	All	Teachers	Quarter 1	On-going	On-Track	
Teachers will assess the supplies needed to create student manipulatives and take aways to scaffold their lessons according to Bloom's	Supplies	All	Teachers	Summer 2012	On-going	On-Track	
Technology software will be purchase to differeientate the instruction to meet the needs of students according to the taxonomy	Equipment/ Technology	All	Teachers	Summer 2012	On-going	On-Track	
Consulants will be contracted to coach staff in the effective strategies in differentaiting instruction to meet the needs of all learners	Instruction	All	Teachers	Summer 2012	On-going	On-Track	

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

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