



2012-2014 Continuous Improvement Work Plan

Charles R Darwin Elementary School

Fullerton Elementary Network
3116 W Belden Ave Chicago, IL 60647
ISBE ID: 150162990252148
School ID: 609875
Oracle ID: 22881



Mission Statement

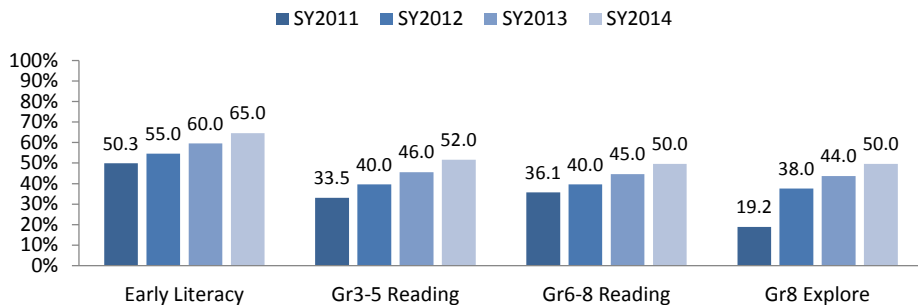
Darwin School in partnership with community organizations and parents is committed to provide a high quality education promoting college and career readiness to all its students guided by rigorous research based curriculums and the universal values of respect, responsibility and safety.

Strategic Priorities

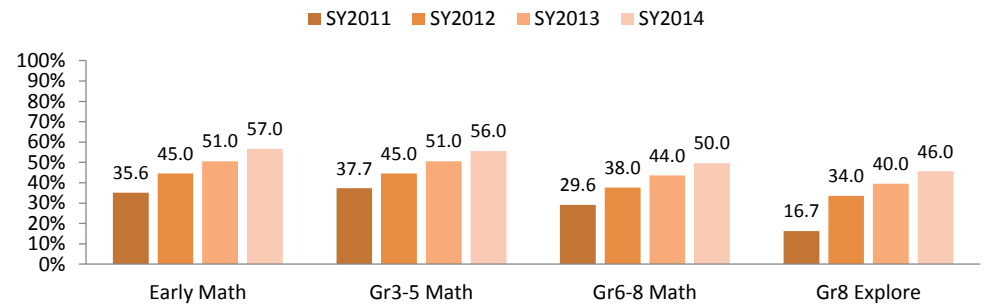
- 1. Provide a balanced literacy learning setting to all students in k-8 with the implementation of reading workshop, writing workshops and guided reading.
2. Our entire teacher body will plan for mathematics instruction guided by the Common Core State Standards for mathematical content and practice by using a CMSI endorsed math program.
3. Teachers will effectively implement tired positive behavior supports to ensure the social, emotional, and academic success of our students as well as the improvement of the positive school climate.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Charles R Darwin 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
Mauricio Segovia	Principal
Carmen Medina	Assistant Principal
Ann Moy	Lead/ Resource Teacher
Pilar Del Rio	Lead/ Resource Teacher
Elizabeth Towers	Counselor/Case Manager
Julie Gabrick	Classroom Teacher
Maria Arteaga	Special Education Faculty
Brenda Marchand	ELL Teacher
Rosemary Bidne	Classroom Teacher
Hilary Thompson	Classroom Teacher
Nelsy Oregel	LSC Member
Luz Vargas-Mendez	ELL Teacher

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	50.3	55.0	60.0	65.0		Early Math % of students at Benchmark on mClass	35.6	45.0	51.0	57.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.5	40.0	46.0	52.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.7	45.0	51.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.6	60.0	61.0	62.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.5	69.0	70.0	71.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.1	40.0	45.0	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.6	38.0	44.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	52.0	53.0	54.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.6	61.0	62.0	63.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	19.2	38.0	44.0	50.0		Explore - Math % of students at college readiness benchmark	16.7	34.0	40.0	46.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	33.8	28.0	22.0	18.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.0	73.0	77.0	80.0		ISAT - Reading % of students exceeding state standards	6.9	16.0	20.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.9	84.0	86.0	88.0		ISAT - Mathematics % of students exceeding state standards	16.0	26.0	30.0	32.0
ISAT - Science % of students meeting or exceeding state standards	76.3	78.0	80.0	82.0		ISAT - Science % of students exceeding state standards	14.4	24.0	28.0	32.0

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 ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The ISAT data reflects growth in reading and math: The ISAT compsite for grades 3-8 was at 72.9% in 2010 and increased to 77.0% in 2011. The ISAT reading score for grades 3-8 was at 67.3% in 2010 and increased to 72.3% in 2011 The ISAT math score for grades 3-8 was at 76.9% in 2010 and increased to 81.7% in 2011 	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> School provides weekly Pd on lteracy with focus on guided reading for K-3 and Reading workshop for 4-8 School provides weekly PD on Literacy with Benchmark Assessment System to identify students' independent and instructional reading levels Teacher leaders lead the PBIS, attendance and parent involvement committees 7 teahers out of 38 have received grants through Donors Choose 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Teacher leaders lead the PBIS, attendance, and parent involvement committees • 17 teachers meet twice a day with students in Tier 2 (6%) to support positive behavioural management IL T team has representation from all grade-levels • 7 out of 38 teachers have received grants through Donors Choose • ESP staff member functions as a family liaison and leads the parent involvement activities • Literacy coach and Bilingual lead teacher support with instruction 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> ILT team is composed fo 1 intermediate, 1 upper, 1 special education, 1 bilingual, curriculum coordinator, bilingual coordinator, assiatnt pricipal and principal. ILT members examined the writing scope and sequence at teir grade levels and returned to the ILT team ready to identify the gaps in the current writing curriculum and adjust the scope and sequence for school year 2012-2013 ILT team conducted a bhook study with the book what really Matter in Resp[onsi to Intervention by Richard Allington. The infromation learned was shared with the grade-levels and an action plan was generated to assured all teachers knew how to do running record to identify student reading needs. 	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> Student data is used to make decisions on after-school participation. Students are identified by using NWEA-MAP data for eligibility to participate in remedial and enrichment programs. Student data is used in the IEP process Student data is used to develop differentiated mini-lessons at the classroom level in grades K-2 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Teachers in grade k-3 identify the areas of instruction at grade level meetings and collaboratively create plan for interventions Teachers in grade K-5 have at their disposal the Harcourt reading program, Story Town and Villa Cuentos (spanish version) Teachers in Grade 6th - 8th have at their disposal the McDougal Littel Literature books 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Teachers in grade K-5 have instructional material for reading, the Harcourt reading program, Story Town and Villa Cuentos (spanish version) Teachers in Grade 6th - 8th have at their disposal the McDougal Littel Literature books Teachers in grade K-2 and special education classes use leveled text to support student readiness level Leveled text is available in English and Spanish for K-3 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • School data is made available school-wide through the use of Darwin Working Space available in First Class, CPS e-mail System. • Teachers in grade 3-8 have ongoing PD on assessing reading using the BAS Fountas and Pinnell Benchmark assessment System. • Teachers in grade 3-8 use MAP data to identify student strengths and weakness and review the Decartes to identify areas of skills that need attention and improvement. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Lesson Plans currently indicate low-level types of questions during Read-alouds Expectation for learning should be clear to all students • Grades K-2 are using more components of Balanced Literacy, such as read-alouds, shared reading, and guided reading whereas some grades 3-8 use the teacher edition pacing guides from teh basal readers • Teachers use end-of-the-unit tests as a summative assessment 	

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Typical School	Effective School	Evidence	Evaluation
<p>Intervention -----></p>			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The diagnostic tool, fountas and Pinnels Benchmark Assessment System, started being administered in December to grade 4-7 to identify independent and instructional reading levels needs Students receive intervention support in the afterschool programs. Students are eligible for remedial or enrichment afterschool programs based on NWEA MAP data Interventions are administered by the classroom teacher and/or the RTI support person with the teacher's direction 	

Professional Learning	<p>Whole staff professional development -----></p>			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development is aligned to instructional needs after reviewing data for grades k-2 We are currently providing weekly PD for grade level teams on reading assessment using the BAS system. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet regularly but need to focus on curricular planning and assessment Teachers meet weekly and administration is frequently present at these meetings. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> School data is used to establish coaching opportunities for grade K-2 Coach does PD and then goes to classroom to observe the implementation of the strategies in the grades K-2 During the second semester of current school year, reading coach has been providing PD using the reading strategies from Stephanie Harvey Reading Tool Kit to 4-8 grade level teachers as well as how to use students work and data to guide instruction 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> School has established a student council School ambassadors participate in the student exchange program to Chile and Italy School has increased number of students applying to selective enrollment High Schools School has increased number of students accepted in selective enrollment High Schools 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Aminstration opened the school year with team building activities for middle grade students and staff and an games for k-5 students Students with disabilities are invited to participant in regular classrooms as well as sports and extracurricular activities 6% of our students have adult advocates/checkers (PBIS check-in check-out) based on CICO-SWIS data School has established a PBIS system of support with universal values of Respect, Responsibility and Safety for all students All students receive individual and class group tickets as recognition for behaving according to expectation of PBIS program 	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> School has established Positive Behavior Intervention Systems (PBIS) school-wide 74% of students in grades 6-8 reported they felt safe in the hallways and bathrooms of the school 94% of our students are impacted by universal approach of PBIS program 6% of our students are in tear 2 intervention of support following CICO 	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> School opens the school year with an open house the third week of September to introduce the grade level curriculum and expectations School has established ongoing informational sessions and support for high school selection and enrollment Community meetings are established to share new information to parents and community members 	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Parents are invited to meet with teachers during the teachers' preparatory times and every morning from 8:30 to 8:50 a.m. Parents receive 1-1 support to log into the parent portal as ongoing support Continue with monthly parent bilingual newsletters Continue with open door welcome parent policy 	
	Bonding ----->			3

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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes 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. 	<ul style="list-style-type: none"> Continue offering ESL and GED classes for parents which meet daily at the school from 9:00 to 11:30 a.m. Continue with monthly parent workshops Continue partnership with Fellowship Connection to provides nine weeks cycle of parenting classes to parents and graduation exercise after each cycle. Continue with Parent Volunteer Program that is established to provide support in the primary classrooms Continue with Parents participation in fund raising activities 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Continue Partnership with Association House(Social Service Agency) to do in-house anger management sessions with students Continue with School partnership with School and Communities organization which provided social service supports Continue partnership with Holland and Knight to keep offering middle grade students the lawyer in the classroom program 	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> School needs to establish program to provide ongoing exposure to college or career choices Continue offering the Algebra 1 class to 8th grade students 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Increase the number of 8th grade students accepted at selective enrollment High Schools, currently 33% of our 8th grade students are accepted in selective H.S. Increase the number of 8th grade students participate in the Algebra class, currently only 31% of them participate in Algebra 1 		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> School has a student council that meets with few school volunteer staff to plan monthly activities for our PBIS incentive program School has a young ambassador mentor program that prepares chosen 8th grade students to be part of an international trip to Italy 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Students participate in the EXPLORE assessment 8th grade students obtained 19.2% in reading and 16.7% in math at college readiness benchmark on Explore Test from 2011 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> School organizes H.S. information nights two time a year and a H.S. Fair for all students in 7th and 8th grade and their families School counselor facilitates and assists all 8th grade students and families with the H.S. selective enrollment testing application and H.S. application and registration Systematic approach is needed to support students and families to ensure effective transitions into Kindergarten and at each benchmark grade. 	

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
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • All discretionary spending are designed to match school priorities of improving academics (reading, math, classroom libraries, guided reading material) as well as to hire more teachers to decrease class size • School needs to establish committee to seek outside funding to support academic and socio-emotional students' development and growth • New discretionary funds has been allocated for SY13 to support FSD implementation 		
	Building a Team ----->				2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • Hiring of new staff is conducted after the vacancy is generated • Establish new interview process where various staff participate in the selection process • Curently reflecting on procedure to make hiring of new staff more strategically for the near future. 		
Use of Time ----->				2	

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • Schedules reflect servicing of student needs • Continue with school systematic approach to providing interventions through RTI • A trained group of specialist (Library, P.E., Art, and World language Teachers) provides assistance in K-2 classroom as RTI interventionist under teachers' direction 	

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

Darwin School in partnership with community organizations and parents is committed to provide a high quality education promoting college and career readiness to all its students guided by rigorous research based curriculums and the universal values of respect, responsibility and safety.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide a balanced literacy learning setting to all students in k-8 with the implementation of reading workkshop, writing workshops and guided reading.	We scored our school a 2 in curriculum and instruction. By implementing the balanced literacy approach with the identification of our students reading level, we will ensure that all students show significant growth in reading.
2	Our entire teacher body will plan for mathematics instruction guided by the Common Core State Standards for mathematical content and practice by using a CMSI endorsed math program.	We have the need to implement a more rigorous mathematics curriculum as we have below 40% in at/above grade level in mClass and NWEA-MAP from 2011 in all grades.
3	Teachers will effectively implement tired positive behavior supports to ensure the social, emotional, and academic success of our students as well as the improvement of the positive school climate.	We need to reduce the rate of misconduct of 33.8% from 2012 school report card. We will need to improve our school culture and climate by strengthen our PBIS system as well as our classroom management with CHAMPS support as we increasing the rigor of our curriculum.
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
Provide a balanced literacy learning setting to all students in k-8 with the implementation of reading workshop, writing workshops and guided reading.	We scored our school a 2 in curriculum and instruction. By implementing the balanced literacy approach with the identification of our students reading level, we will ensure that all students show significant growth in reading.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Enrich classroom libraries to provide materials that align to CCSS for Middle School language arts (K - 8th Grades).	Instructional Materials	All	Curriculum Coordinator & Bilingual Coordinator	Quarter 1	On-going		Purchase Informational and literary tradebooks, levels K-W
Enrich classroom libraries with content specific tradebooks that align to CCSS for Middle School Math, Social & Science (6th - 8th Grades)	Instructional Materials	All	Curriculum Coordinator & Bilingual Coordinator	Quarter 1	Quarter 1		Purchase tradebooks for math, tradebooks & magazines for science & social studies
Purchase leveled book sets for guided reading implementation for Middle School (6th - 8th Grades)	Instructional Materials	All	Curriculum Coordinator & Bilingual Coordinator	Quarter 1	Quarter 1		Purchase guided reading sets, levels Q - Z.
Teachers will be trained to administer reading level assessment (3rd - 8th Grades)	Instruction	All	Curriculum Coordinator Reading Specialist	Quarter 1	On-going		
Administer reading assessments to obtain independent & instructional reading levels (3rd-8th Grades).	Instruction	All	All Teachers	Quarter 1	On-going		
Develop a rubric to assess structures & implementation of guided reading	ILT/ Teacher Teams	All	Coordinators & ILT(Principal)	Quarter 1	Quarter 1		
Provide training for guided reading in every grade level	Instruction	All	Curriculum Coordinator	Quarter 1	On-going		
Use rubric to assess effectiveness of guided reading	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		Use rubric to monitor process and effectiveness of guided reading implementation in all grade levels.



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Our entire teacher body will plan for mathematics instruction guided by the Common Core State Standards for mathematical content and practice by using a CMSI endorsed math program.	We have the need to implement a more rigorous mathematics curriculum as we have below 40% in at/above grade level in mClass and NWEA-MAP from 2011 in all grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create CCSS Aligned Math Curriculum	ILT/ Teacher Teams	All	Math Committee	Quarter 1	On-going		Determine mathematical concepts & knowledge per quarter
Create Pacing Guide Aligned to CCSS	ILT/ Teacher Teams	All	Math Committee	Quarter 1	On-going		Use NCTM to guide development of pacing guide and sequence
Create grade level math assessments aligned to CCSS	ILT/ Teacher Teams	All	Math Committee	Quarter 1	On-going		Create cumulative assessments that measure students' mathematical knowledge and strategic understanding.
Assessments for progress monitoring	Instruction	All	Grade Level Teams & MGS Math Teachers Led by Math Committee	Quarter 1	On-going		Math committee and teachers determine measures to monitor progress to measure student growth application of mathematical knowledge and strategic understanding.
Provide collaborative planning time to create math curriculum, pacing guide and assessments	ILT/ Teacher Teams	All	Administraton	Quarter 1	On-going		Administration structure time for collaborative planning time on a weekly basis for math teachers and mgs math teachers.
Attend professional development sessions	ILT/ Teacher Teams	All	Math Committee & Math Teachers	Quarter 1	On-going		Select professional development that targets curriculum and mathematical best practices sessions for approval from administration.
Provide professional development to staff to develop a repertoire best practices	ILT/ Teacher Teams	All	Math Committee	Quarter 1	On-going		Administration provide time for professional development within school. Math committee plan and deliver professional development session to staff.
Develop a rubric to assess structures & implementation of math best practices	ILT/ Teacher Teams	All	Grade Level Teams & MGS Math Teachers Led by Math Committee	Quarter 1	On-going		Math committee develop rubric that assess structures, curriculum and implementation of research-based mathematical best practices.
Create a math resource center	Instructional Materials	All	Grade Level Teams & MGS Math Teachers Led by Math Committee	Quarter 3	Year 2		Begin collection of research-based best practices from all grade levels and organize all materials and lessons in a central location for access by all math teachers.



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers will effectively implement tired positive behavior supports to ensure the social, emotional, and academic success of our students as well as the improvement of the positive school climate.	We need to reduce the rate of misconduct of 33.8% from 2012 school report card. We will need to improve our school culture and climate by strengthen our PBIS system as well as our classroom management with CHAMPS support as we increasing the rigor of our curriculum.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review and revise the PBIS school plan	Other	All	Staff Committee	Quarter 1	Quarter 1		
Establish CHAMPS committees to work on data, school visuals, and incentive store to establish roles and responsibilities	Other	All	PBIS Teacher Leader	Quarter 1	On-going		
Behavioral data needs to be readily available to all staff	Other	Other student group	PBIS Data Leader	Quarter 1	On-going		
Establish systemic and consistent protocols for parent communication and involvement	Other	All	PBIS Teacher Leader/ Admin	Quarter 1	On-going		
Establish at the beginning of the school year community partnerships to support tier 2 and tier 3 students	Other	All	PBIS Teacher Leader/ Admin	Quarter 1	On-going		
Identify key staff members (i.e. counselor, clinicians) with the support of community partners to provide small group interventions	Other	Other student group	PBIS Teacher Leader/ Admin	Quarter 1	On-going		
Professional development (i.e. Harry Wang) for best practices in classroom management	Professional Development	All	PBIS Teacher Leader/ Admin	Quarter 1	On-going		
Incorporate student council to reiterate student expectations and related CHAMPS activities and responsibilities (i.e. incentive store)	Other	All	Staff Committee	Quarter 1	On-going		
Create a rubric to access the fidelity of PBIS	Other	All	Staff Committee	Quarter 1	Quarter 1		

Strategic Priority 3



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