



2012-2014 Continuous Improvement Work Plan

Woodlawn Community Elementary School

Burnham Park Elementary Network
6657 S Kimbark Ave Chicago, IL 60637
ISBE ID: 150162990252903
School ID: 609977
Oracle ID: 23631



Mission Statement

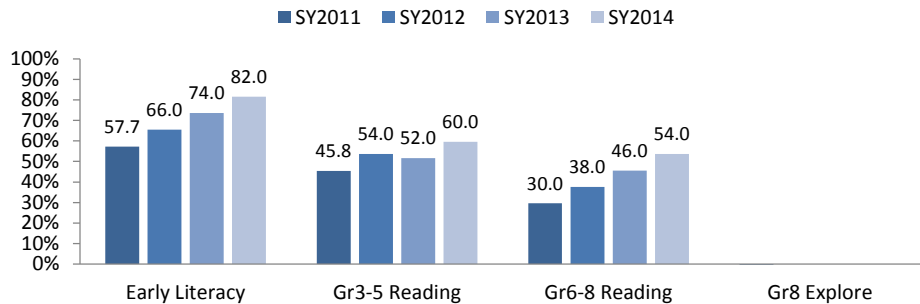
Woodlawn Community School's Africa-centered curriculum, utilizes innovative, instructional best practices to set high expectations for academic and social behaviors to achieve self-identity and educational excellence to enable students to become powerful, courageous and independent thinkers who are capable of creating healthy and purposeful lives as global citizens. WSC aims to be a 90/90/90 school by September 2013 and will increase our children's access to selective enrollment middle and high schools by 25% annually for the next five years in an optimum learning environment.

Strategic Priorities

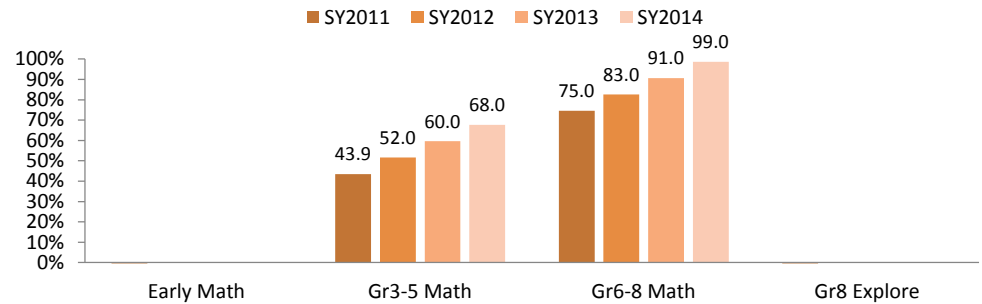
- 1. Implement and align balanced literacy with the CCSS in grades K-6 to ensure all students are provided rigorous instruction.
2. Provide targeted differentiated instruction in math and science to all students using multiple structures and proven methodologies.
3. All members of the school community demonstrate high expectations for themselves and others.

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](http://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:	Woodlawn Community 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
F. Kweku Embil	Principal
LoWanda Bell	Assistant Principal
Patricia Bell	Classroom Teacher
Nathalia Washington	Classroom Teacher
Evelyn Pettis	LSC Member
Devon Gourdine	LSC Member
Lorne Love	LSC Member
Rene Salahuddin	Classroom 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
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	57.7	66.0	74.0	82.0	<b>Early Math</b> % of students at Benchmark on mClass	NDA		
<b>3rd - 5th Grade</b>								
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	45.8	54.0	52.0	60.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.9	52.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	60.0	65.0	65.0	65.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	62.4	65.0	65.0
<b>6th - 8th Grade</b>								
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.0	38.0	46.0	54.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	75.0	83.0	91.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.6	65.0	65.0	65.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	88.9	90.0	90.0
<b>8th Grade</b>								
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA				<b>Explore - Math</b> % of students at college readiness benchmark	NDA		



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.9	95.0	96.0	97.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	12.4	10.0	8.0	4.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	78.6	85.0	90.0	95.0		<b>ISAT - Reading</b> % of students exceeding state standards	22.2	30.0	38.0	46.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	84.1	88.0	92.0	96.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	17.5	26.0	34.0	42.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	68.3	71.0	74.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	12.0	20.0	28.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>One of our goals is to become a "90/90/90" school by June 2013. Our theory of action analysis dictates that our teachers need to thoroughly understand the CCSS in order to plan for the children's success in college and career. We have recently partnered with Roosevelt University to create an exemplary Balanced Literacy program. The university will provide the necessary materials, training, and coaching support for all teachers. A Balanced Literacy resource room in being prepared and will be available for use before the end of the year. Parent and student libraries will be located in and outside of classrooms. There are plans for "hallbraries" from where parents can check out books.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Woodlawn teachers have ample opportunities for professional development. Teachers have weekly grade level and cluster meetings in addition to the weekly staff meetings. Staff meetings are designed to provide PD on an ongoing basis. The grade level and cluster meetings are designed to review data to ensure the most recent data drives instruction for all students, including students with IEP's and 504 plans.</p> <p>Teachers receiving PD outside the building are encouraged to share their learning with colleagues at staff meetings and workshops.</p> <p>The school's family oriented philosophy makes it easy for families and the Woodlawn community to engage in honest discussion about the school's performance and learning goals as evidenced by monthly reports to the PAC and LSC.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Every teacher is a member of at least, one committee with some teachers serving on all leadership teams. In addition to their regular duties, teachers lead the school's morning rituals to affirm the mission and vision.</p> <p>Outside of their regular teaching duties, teachers participate in every aspect of the school. However, participation is voluntary and areas of contribution is by choice.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>			<b>2</b>
<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			<p>ILT members meet regularly to update the teaching practice of staff. Members attend conferences and report on best practices learned. The team is an integral part of the evaluation/monitoring process and supports teachers by providing resources.</p> <p>Grade level teams are developing units aligned with the CCSS and driven by data.</p> <p>The ILT is developing a Monthly Meeting Map for the year. It will include a pre-meeting preparation list and a proposed agenda. It will keep the ILT focused on the goals of the team and the school.</p> <p>In continuing with focusing on the implementation of goals, the ILT provides teachers with questions for self-reflection regularly. From the answers provided by teachers, the ILT structures PD based on the weaknesses listed. Also, at the end of PD sessions teachers list <i>Take-aways</i> that they will implement in their classroom immediately.</p>
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>			<p>The Principal, the A.P. and the Tech Coordinator collaborate to provide teachers with their data. The ILT analyzes the school-wide data and recommends the necessary adjustments. Instructional materials are aligned with standards and teachers differentiate instruction according to all students' abilities, including students with IEP's and 504 plans.</p>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Teachers will develop units of studies aligned to the CCSS to address essential questions which will take their work to a higher level. They will unpack the standards, build high-quality rubrics, and address differentiated instruction.</p> <p>Teachers will plan, teach, and evaluate lessons with a goal in mind. They will use effective teaching strategies that promote engaged student learning and prepare them for life as productive, contributing adults in a variety of interconnected ways.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Instructional materials are aligned with standards and teacher's differentiate instruction according to all students' abilities, including students with IEP's and 504 plans.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Teachers collaborate during cycle/grade meetings in build a shared vision and a sense of ownership. They analyze data and collected student work to monitor the learning vision. Once students' needs are determined instruction is adjusted to meet those needs.</p> <p>The ILT, along with teachers, will develop an enrichment program. We will focus on teaching problem-solving strategies and study skills that maximize student learning.</p> <p>Classroom data is available to teachers immediately after each assessment. Teachers are trained to retrieve data and use it to drive instruction for all students, including students with IEP's and 504 plans.</p> <p>The IEP team determines how the student's grades are modified. However, accommodations and modifications are in place to ensure students with IEP's will/do participate in the general education curriculum. Accommodations and modifications include (but not</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>3</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>While teachers use high-level questioning techniques, they are still learning the significance of using Bloom's Taxonomy to drive thinking in students, we are still in the infancy stage. During PD days, the ILT leads the teachers through looking at student work from random classes and discussing the level of Bloom's addressed and whether it was age/grade level appropriate. Teachers also give each others suggestions on making improvements to ensure success for all students.</p> <p>Lessons are scaffolded to ensure students with disabilities are successful. However, teachers face enormous challenges in developing the ability (or comfort level) to group and regroup as necessary. Teachers tend to keep the students in the same groups, seldom making changes.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>During cycle/grade meetings, teachers review data to determine students who are/are not progressing. Students who are not making adequate progress receive targeted support.</p> <p>While we are not experts with the Rtl process, we are trying to generate ongoing support systems to assist teachers as they learn to implement Rtl more effectively.</p> <p>Teachers have received PD on the Rtl process. Presently they collaborate and work as a team. However, they are not always prepared to bring parents into the process. Also, teachers need to be open to looking for data sources other than quantitative data. We, as a school, must practice Rtl language. PD needs to be ongoing.</p> <p><i>We have developed a more intensive plan for our Tier 2</i></p>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p><i>The ILT develops a year-long focused plan for whole staff professional development aligned to school-wide priorities and growth goals and every year we divert from it. We regularly assess the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting the challenging academic achievement standards. We think we have the best ideas and the best plan but something new comes up every year that forces us to make changes. It's at those times that it appears we have lost focus, however, we are reorganizing depending upon the review of data on teacher and student performance.</i></p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Cycle/Grade meetings are held weekly. While we try to have the meetings focus on data analysis, it becomes difficult. Aside from PD days, this is the only time teachers have for collaboration, outside of the weekly staff meeting. The ILT meets on Tuesdays to review data and plan for the cycle/grade meetings. The ILT is comprised of teacher leaders from both primary and intermediate cycles, therefore information is easily conveyed.</p> <p>Cycle/Grade meetings are either provided with an agenda or an assignment.</p> <p>Planning outside of the ILT meeting typically takes place with general education teachers only because we have only one special education teacher. The special education teacher is on the ILT meeting and works closely with teachers but due to scheduling conflicts, cycle/grade meetings aren't always feasible.</p>	
	<b>Instructional coaching</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Instructional coaching has proven to be one of our greatest weaknesses. The ILT supports the idea of coaching to facilitate and guide PD for our teachers. We understand coaching builds collective leadership and continuously improve teacher instructional capacity and student learning.</p> <p>The ILT is committed to making the necessary modifications required in order to be successful to coaching in the 2012-2013 school year.</p> <p>Due to the size of our population, every staff member wears numerous hats. As a result, the needs of our teachers vary greatly. As a team, we recognize the importance of addressing those needs differently. We plan to consider their data and the learning needs of their students.</p>	

### 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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>We have begun implementation of the CCSS and have engaged teachers in PD's on unpacking the standards.</p> <p>We, the staff at WCS, focus on forming identity. We know if we give students a solid foundation they will prosper in the future. We help students see themselves as college and career ready individuals. We teach students that hard work and success are directly linked.</p> <p>WCS has Career Day every fall (in lieu of Halloween costumes). The students come dressed as a person of a certain career and must be</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>As educational leaders, we harness the power of identity and motivation, as well as peer relationships and family support. Using the developmental approach, we understand <i>how</i> teachers approach their work is as important at <i>what</i> they do. As a result, we interact with students during instructional time, extracurricular activities, and special events. By thinking broadly and deeply about how development shapes thoughts and behaviors, we can support students at all stages of learning.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>We have a tiered approach that is consistent with Uniform Discipline Code.</p> <p>We encourage positive behavior through the use of "Gotchas". "Gotchas" are a small sheet of paper that students are given when they are caught utilizing appropriate behavior. In each class, the student with the most "Gotchas" is rewarded during the Morning Unity Circle with a small token/gift. At the end of the year, the student who won the most "Gotchas" for the year is rewarded with a</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Parent orientation provides families with the school's vision, the School Report Card data and initiatives for the upcoming school year.</p> <p>The Annual School Expo exposes families to information about Special Education and Options for Knowledge.</p> <p>At Open House, teachers provide parents with the expectations of their class and grade, as well as CPS policies that may affect their child. Teachers receive expectations of what should be covered and make it part of their explanations/presentations.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>WCS families understand they are an integral part of our school, just as much as we are a part of their lives. We invite parents in daily, not just for activities. A monthly calendar goes home on the first day of every month. Parents also receive reminders during the month for specific activities. Parents volunteer throughout the building in various roles and classrooms. They come in for various types of assistance as well: filling out applications, faxing information, family</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>WCS welcomes parents at all times. Parents understand our environment, the village. They, as well as their children, are part of the village. We encourage parents to participate at all levels.</p> <p>At WCS, we try to emphasize the positive to parents. We have dedicated every third Thursday of every month Parent Night. We invite parents in to play educational games. Every month has a different theme and activities are centered around that theme. Some of the themes are academic while others are fun nights.</p> <p>We have implemented Coffee, Cake &amp; Chat. That's a meeting in</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Woodlawn Community School has partnered with Woodlawn Community Services Corporation to help parents access social services available in the community. Our "Coffee, Cake and Chat" monthly meetings provide important information about health and social services for parents.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Woodlawn's other motto is: "Every Maroon; Everyday; College Bound." Teachers engage students in focusing on going to college at every opportunity. Part of the 6th Grade Rites of Passage requires that students are able to access selective enrollment schools.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>In our ongoing effort to expose our students to college information, during the 2012-2013 school year, WCS will implement College Week in the Spring. Each class will have a college they choose as a class and they will learn facts about that college. Any adult can ask any question about that school and the students will have to know the answers. The week will include various games and contests.</p> <p>Woodlawn's other motto is: "Every Maroon; Everyday; College Bound."</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	WCS is limited in extracurricular activities outside of After-School. However, students participate in band, dance, and drumming activities.		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	WCS promotes excellence in student work. We engage students in focusing on life goals and careers throughout the school year.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The school provides students and families with a comprehensive information about the educational options in transitioning to middle school. We hold annual Middle School Expo for schools and parents to meet and assess future prospects for their children. The Expo has been very successful in helping parents make informed decision about their choice of schools for their children.	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	Woodlawn works to ensure effective transitions to the next grade level. Pre-K students regularly visit kindergarten as part of the step up to kindergarten transition. We consider ALL grades as benchmark grades. Starting in May 2012 all students transition to the next grade once a week to "experience" the next level work. Woodlawn plays a leadership role in the National Rites of Passage Institute in providing guidance and consultative services to schools.	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>We allocate most of our descretionary funds to reduce class sizes and for extended days to close student performance gaps. WCS currently has ten ongoing partnerships covering health and nutritional programs to personal growth and financial planning for students and parents. A GED program will start in July 2012.</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Woodlawn uses the Habermann Interview Protocol in the hiring process. The Principal is certified in the protocol and regularly applies it in searching for teachers who would advocate for student's academic and personal social growth. Teachers and parent teams get to interview applicants and make recommendations to the Principal All teachers participate in one leadership role or another by taking turns weekly to lead the morning ritual. Grade level teams and clusters meet weekly to review student work and plan strategies for advancing school goals.</p>	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Our school design is based on the number of required minutes for Language Arts and Math. The other subjects/activities are scheduled according to time available, prep schedules, lunch and recess.</p>	

Date Stamp November 22, 2012



### Mission & Strategic Priorities

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

### Mission Statement

Woodlawn Community School's Africa-centered curriculum, utilizes innovative, instructional best practices to set high expectations for academic and social behaviors to achieve self-identity and educational excellence to enable students to become powerful, courageous and independent thinkers who are capable of creating healthy and purposeful lives as global citizens. WSC aims to be a 90/90/90 school by September 2013 and will increase our children's access to selective enrollment middle and high schools by 25% annually for the next five years in an optimum learning environment.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement and align balanced literacy with the CCSS in grades K-6 to ensure all students are provided rigorous instruction.	Over the years, our school reading scores have generally trended upwards but breaking the 90% ceiling has been a challenge. Based on various research studies, we have concluded that we are static because our children are not being taught to read challenging texts that promote deep thinking. We are, therefore, becoming a Balanced Literacy school with the support of UIC's School of Education to fully implement a reading curriculum that is aligned to the CCSS. We will emphasize Reading comprehension, Writing, Speaking and Listening, Language (conventions and vocabulary) by stressing foundational skills for the lower grades. This will mean that our teachers will not only teach different content, but they will be able to teach in different ways.
2	Provide targeted differentiated instruction in math and science to all students using multiple structures and proven methodologies.	School data analysis reveals a performance gap in the levels of math instruction in the school. Children entering third grade show a lack of understanding of basic math facts. As a result, by the time they reach third grade they are far behind their grade level in math. The problem is compounded as they reach 4th grade where test scores severely drop from previous year's levels. High performing students consistently drop from Exceeds to Meets. Woodlawn has partnered with the Everyday Math revision team leader Dr. Andy Carter, to pilot the 4th edition of the math course. Selected teachers are sampling sections of the new edition team-teaching and watching demonstrations on how to teach the subject.

3	All members of the school community demonstrate high expectations for themselves and others.	Woodlawn's school culture has centered around the belief that our children must know and appreciate their heritage. We have generally maintained and sustained this belief in the school but the Rites of Passage is only implemented in the 6th grade. It is time to extend the Rites to the rest of the school as it is becoming clear that the 6th grade Rites is in danger of becoming an event rather than a process of socialization. This is not the intended mission and vision of the school's founders. The Afrocentric Leadership Team is working finalizing the curriculum. Please see attached document.
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
Implement and align balanced literacy with the CCSS in grades K-6 to ensure all students are provided rigorous instruction.	Over the years, our school reading scores have generally trended upwards but breaking the 90% ceiling has been a challenge. Based on various research studies, we have concluded that we are static because our children are not being taught to read challenging texts that promote deep thinking. We are, therefore, becoming a Balanced Literacy school with the support of UIC's School of Education to fully implement a reading curriculum that is

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development in balanced literacy for all instructional staff through Roosevelt University to support literacy instruction with a focus on read-alouds and mini-lessons.	Professional Development	All	Roosevelt University Staff, ILT & Principal	Summer 2012	Quarter 2	On-Track	Teachers have received PDs on mini-lessons and read alouds from Roosevelt University staff in August and reviewed on 1/2-day PD . Classroom coaching is being provided as well.
Provide professional development in balanced literacy for all instructional staff through Roosevelt University to support literacy instruction with a focus on read-alouds and mini-lessons with a focus on Guided Reading and Writer's Workshop.	Instruction	All	Principal, ILT & Teaching Staff	Quarter 3	Quarter 4	On-Track	Roosevelt University staff will continue to provide classroom coaching support to all teachers. School master schedule revised to accommodate Primary reading block.
Increase the amount of books in classroom libraries and in our Leveled Reading book room with an emphasis on non-fiction texts to meet all student interest needs, including students with IEP's, as well as improve access to text variety and complexity.	Instructional Materials	All	Principal & ILT	Quarter 1	Quarter 4	On-Track	Roosevelt University has provided all classrooms with extra reading/letracy maaterials for use in the "hallbaries" and in classrooms.in
Use the RtI model to identify students in all grade levels in need of additional support based on Progress Monitoring.	Instruction	All	All Staff & RtI Interventionist	On-going	On-going	On-Track	Students were placed in tiers in September. Student placement was revised to reflect NWEA data.
Purchase and implement BAS to be used as a Progress Monitoring tool.	Instructional Materials	Other student group	Principal, ILT & Teaching Staff	On-going	On-going	Postponed	The use of BAS is under review. The ILT is discussing strategies due to the NWEA< REACH<TRC & DIBBLES data.
Create and maintain data walls to monitor student progress from DIBELS and NWEA.	Instructional Materials	All	Principal, ILT & Teaching Staff	On-going	On-going	Behind	Teachers and parents have access to their data through parent portal and on displayin the classrooms.
Unpack and implement CCSS through planning and assessment design during Grade/Cycle Level & ILT Meetings.	Instruction	All	Principal, ILT & Teaching Staff	On-going	On-going	On-Track	CCSS has been implemented. Teachers continue to meet to plan lessons during grade cycle meetings.





## Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide targeted differentiated instruction in math and science to all students using multiple structures and proven methodologies.	School data analysis reveals a performance gap in the levels of math instruction in the school. Children entering third grade show a lack of understanding of basic math facts. As a result, by the the time they reach third grade they are far behind their grade level in math. The problem is compounded as they reach 4th grade where test scores severely drop from previous year's levels. High performing students consistently drop from Exceeds to

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Map and align curriculum to CCSS.	Instruction	All	Principal, ILT & Teaching Staff	Summer 2012	On-going		
Use the RtI model to identify students in all grade levels in need of additional support based on Progress Monitoring.	Instruction	All	Principal, ILT & Teaching Staff	On-going	On-going		
Increase opportunities for coaching in all classrooms in order to provide more focused support for varied student learning needs, including students with IEP's.	ILT/ Teacher Teams	All	Principal & ILT	On-going	On-going		
Training teachers to independently analyze data to drive instruction.	Professional Development	All	Principal & ILT	On-going	On-going		
Create and maintain data walls to monitor student progress from NWEA.	Instructional Materials	All	Principal, ILT & Teaching Staff	On-going	On-going		
Provide professional development in data analysis for all instructional staff.	ILT/ Teacher Teams	All	Principal & ILT	On-going	On-going		
Provide professional development to increase opportunities for all teaching staff to align student IEP goals to the CCSS.	Professional Development	Students With Disabilities	ILT	On-going	On-going		



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
All members of the school community demonstrate high expectations for themselves and others.	Woodlawn's school culture has centered around the belief that our children must know and appreciate their heritage. We have generally maintained and sustained this belief in the school but the Rites of Passage is only implemented in the 6th grade. It is time to extend the Rites to the rest of the school as it is becoming clear that the 6th grade Rites is in danger of becoming an event rather than a process of socialization. This is not the

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide students opportunities for enrichment through art programs including band, african drumming & dance, agriculture, and cultural history.	After School/ Extended Day	Other student group	Resource Coordinator & Assistant Principal	On-going	On-going		
Improve website design to improve two-way communication with families and communities.	Equipment/ Technology	Other student group	Technology Coordinator & Principal	Summer 2012	Summer 2012		
Implement the Rites of Passage across the school.	Instruction	All	Principal, ILT & Teaching Staff	On-going	On-going		
Implement the Virtues of Ma'at and Nguzo Nane to raise the expectations of student behavior.	Instruction	All	Principal, ILT & Teaching Staff	On-going	On-going		
Continue to integrate monthly family themed nights to make all families feel welcome and engage them actively in the life of the school.	Parental Involvement	All	Principal, ILT & Teaching Staff	On-going	On-going		
Encourage families to be strong partners in their child(ren) learning with regular communication and participation.	Parental Involvement	All	Principal, ILT & Teaching Staff	On-going	On-going		
Students and staff establish and maintain a safe, welcoming school environment.	Other	All	Principal, ILT & Teaching Staff	On-going	On-going		
Build and sustain partnerships with community organizations and cultural institutions.	Other	All	All stakeholders	On-going	On-going		





**Strategic Priority 3**

