CIWP

2012-2014 Continuous Improvement Work Plan

Joseph Lovett Elementary School

Austin-North Lawndale Elementary Network

6333 W Bloomingdale Ave Chicago, IL 60639

ISBE ID: 150162990252319

School ID: 610043

Oracle ID: 24241

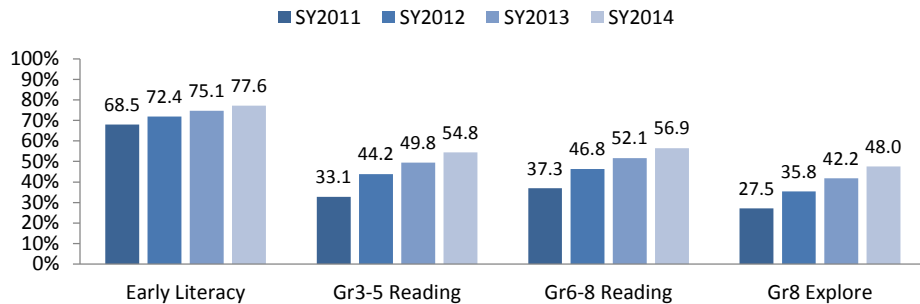CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To achieve our mission, Joseph Lovett School's personnel, parents, students and members of the wider community commit to working together in an on-going process to implement best practices, high-quality research instruction and integrate technology for all students, including special education and bilingual students across the curriculum. Joseph Lovett Elementary school will foster individual responsibility and accountability, empower all students, including special education and bilingual students, to become positive members of the community and value diversity.
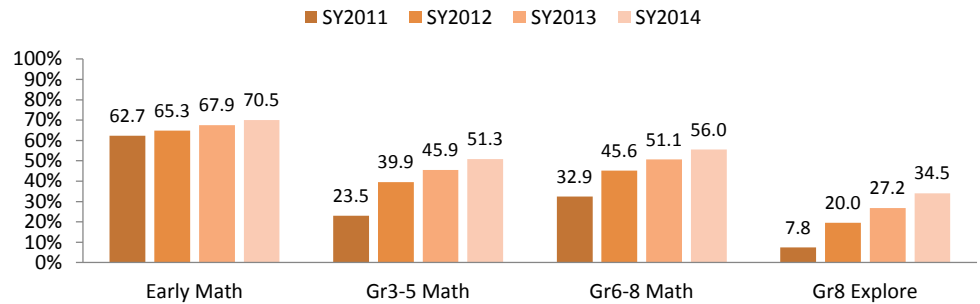
Strategic Priorities

1. Provide reading and math interventions to students identified as tier 2 or 3 by the beginning of the year screeners and monitor their progress.

2. Provide professional development that meets the individual needs of the teachers and their students and develop a coaching plan that identifies teachers who need assisstance, what their need is, who will provide the coaching and how frequently it will be provided.

3. Utilize instructional strategies based on the analysis of the individual student's assessment data.

4. Implement a school-wide attendance plan to encourage student attendance.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	68.5	72.4	75.1	77.6
Gr3-5 Reading	33.1	44.2	49.8	54.8
Gr6-8 Reading	37.3	46.8	52.1	56.9
Gr8 Explore	27.5	35.8	42.2	48.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	62.7	65.3	67.9	70.5
Gr3-5 Math	23.5	39.9	45.9	51.3
Gr6-8 Math	32.9	45.6	51.1	56.0
Gr8 Explore	7.8	20.0	27.2	34.5

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CHICAGO PUBLIC SCHOOLS | CPS

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:	Joseph Lovett 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
Donna J. Newton-Holland	Principal
Debra A. Thomas	Assistant Principal
Andre Dockens	Special Education Faculty
Sharon Cox	Classroom Teacher
Laura Burke	Special Education Faculty
Jessica D'Andrea	Classroom Teacher
Kurt Poppenhouse	Classroom Teacher
Michael Heath	Special Education Faculty
Jazmin Jones	Classroom Teacher
Amy Hasapis	Classroom Teacher
Sylvis Allen-Hoover	LSC Member
Barbara Ford	LSC Member

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	68.5	72.4	75.1	77.6	**Early Math** % of students at Benchmark on mClass	62.7	65.3	67.9	70.5

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.1	44.2	49.8	54.8	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	23.5	39.9	45.9	51.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	57.6	61.9	65.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.2	57.6	61.9	65.7

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.3	46.8	52.1	56.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.9	45.6	51.1	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.5	68.1	70.7	73.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	40.3	50.9	55.9	60.3

8th Grade									
Explore - Reading % of students at college readiness benchmark	27.5	35.8	42.2	48.0	**Explore - Math** % of students at college readiness benchmark	7.8	20.0	27.2	34.5

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	95.4	96.4	97.4	98.5	**Misconducts** Rate of Misconducts (any) per 100	16.1	13.0	10.0	8.0

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	70.1	75.1	80.1	85.1		**ISAT - Reading** % of students exceeding state standards	8.3	19.0	26.4	33.8
ISAT - Mathematics % of students meeting or exceeding state standards	72.5	77.5	82.5	87.5		**ISAT - Mathematics** % of students exceeding state standards	9.1	19.0	29.0	36.1
ISAT - Science % of students meeting or exceeding state standards	75.7	80.7	85.7	88.7		**ISAT - Science** % of students exceeding state standards	10.8	15.8	21.8	25.8

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**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Our school has established clear measureable goals for student achievement. They are clear and well known, however, we have many priorities and sometimes our focus gets lost.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal provides teachers with many opportunities for professional growth. She monitors, assesses and identifies her teachers' strengths and weakness and then creates professional development opportunities that will better their teaching practices. Sometimes, however, we have whole staff PD's that do not apply to everyone. The principal tries very hard to create a system that empowers families and communities.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	In terms, of teacher leadership we are a typical school. The same teachers are on all committees even though all are welcome and the opportunity for others to be involved is there. Most committees are volunteer and everyone is invited to participate.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is representative of the school. It works hard at improving teaching and learning school-wide and provides communication to other staff members. It analyzes data but often with an unclear purpose.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data is analyzed but sometimes there is no focus or purpose in the analyzing.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Grade level teams work together to set the pacing, scope and sequence of the curriculm. They work together to create lesson plans and align them with the standards. However, there is not enough differentiated instruction being done.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Each grade level team utilizes the same instructional materials that are aligned with the standards. Not all of the instructional materials are supportive of students with disabilities and ELLs.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide and individual classroom data is organized, detailed and available. Not all assessments have accommodations and modifications for the students with disabilities and ELLs.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	All teachers communicate clearly with their students exactly what is expected of them. The commom core standards-based objective is posted and discussion in each classsroom. Teachers use weekly assessments to monitor student progress and regularly conference with their students regarding their progress.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Although RTI and interventions have been discussed and teachers have received many in-services on it and the interventions that should be implemented, it is still not working the way it could or should.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Whole staff development does occur regularly but it is not always focused on the needs of the teachers/school.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers take part in weekly grade level meetings and most grade levels also have a common planning period. Special education teachers take part in these meetings. They teach multiple grade levels, however, and are only able to meet with one group. Also the special ed. teachers do not have a common planning period in order to plan with their team. Each team consists of an ILT member.	
	Instructional coaching	-->		**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Currently there is very little instructional coaching taking place. What coaching takes place is left to the teachers to initiate.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	This is a new and developing area for our school.	
	Relationships -->			**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Most students believe that the adults care about them and they are supported in the attaining of their goals. For the most part the interactions between adults and students and student and students are respectful. Special education students are engaged and welcomed into the school activities.	
	Behavior& Safety -->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	There are no school-wide norms for handling behavior. Teachers are limited by what options they have for disciplining students who are disrupting the learning environment.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**2**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The prinicpal and teachers provide clear information for families on the school's performance. Expectations are high and clear information is given to students families and the school community on what they are. Students and their families know exactly what is expected of them in each grade and what that looks like.	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	The school and the teachers regularly communite with parents through conferences, phone calls, newsletters and notes sent home. Letters are mailed home to inform parents of the first day of school and when intercession breaks begin and end.	
	Bonding	--->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The principal, teachers and staff work hard to insure that the school is a safe welcoming environment. Everyone works hard to motivate parents to become more involved with the school. There are many opportunities for families to participate in engaging activities in the school. Some Examples are: Real Men Read, assemblies, Dads for Donuts/Moms for Muffins, Family Math Night, Family Reading Night, the Science Fair, 8th grade Parent Night.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff makes every effort to reach out to families in need. The counselor and social worker collaborate with outside agengies in order to help families in need of assistance.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	This is a new and developing program. There is a limited amount of information regarding career and college choices at this time.	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	This is a new and developing program. As yet, there are limited opportunities provided for students to explore college and career paths.	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school offers a wide variety enrichment and extracurricular activities from tutoring to technology to track there are activities for a wide variety of interests and needs and all programs are available to all students including special education students and bilingual	

N 6: College and Career Readiness Supports

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	At this time students do not participate in any career and college ready assessments.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (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.	Every parent and child are made aware of the requirements to transition into kindergarten and at each benchmark. Letters are sent home through the U.S. Mail and with the children detailing what is required of them. Also the principal holds meetings with the parents telling them in person what is required to transition at the benchmark grades.	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources*** -->			**2**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary spending is aligned to meet the identified needs of the students and strategic priorites. The school focuses its resources on student achievement and the growth necessary for every student to graduate college and be career ready.	
	Building a Team -->			**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The school is very typical in its hiring practices. Hiring is conducted after a vacancy is identified. Applicants have little or no prior connection to the school.	
	Use of Time -->			**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedule is very rigid and does not allow a lot of time for planning and collaboration. Special ed. teacher and their gen. ed. partners do not have common planning time so they must collaborate before or after school. Intervention for struggling students is at the discretion of individual teachers.	

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Mission & Strategic Priorities

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

Mission Statement

To achieve our mission, Joseph Lovett School's personnel, parents, students and members of the wider community commit to working together in an on-going process to implement best practices, high-quality research instruction and integrate technology for all students, including special education and bilingual students across the curriculum. Joseph Lovett Elementary school will foster individual responsibility and accountability, empower all students, including special education and bilingual students, to become positive members of the community and value diversity.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide reading and math interventions to students identified as tier 2 or 3 by the beginning of the year screeners and monitor their progress.	We scored a "2" in intervention on the SEF. By improving our intervention methods we will ensure all students are able to grow in math, reading and science.
2	Provide professional development that meets the individual needs of the teachers and their students and develop a coaching plan that identifies teachers who need assisstance, what their need is, who will provide the coaching and how frequently it will be provided.	We scored a "2" on staff professional development and a "1" on the "instructional Coaching portion on the SEF. By individualizing the teachers staff development and providing teacher coaches to struggling teacherswe will ensure that sound instructional practices are being utilized we will improve our instructional practices which in turn will ensure student growth in reading, math and science.
3	Utilize instructional strategies based on the analysis of the individual student's assessment data.	Based upon our test scores, teachers need to individualize their instruction based on the needs of the individual students' test data. If we utilize individualized instructional strategies we will increase the number of students meeting or exceeding on the ISAT.
4	Implement a school-wide attendance plan to encourage student attendance.	Based upon our data, we know that student attendance is critical to their academic
5		

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 reading and math interventions to students identified as tier 2 or 3 by the beginning of the year screeners and monitor their progress.	We scored a "2" in intervention on the SEF. By improving our intervention methods we will ensure all students are able to grow in math, reading and science.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In classrooms observations during the 1st quarter, 100% of classrooms observed will be implementing 80 minutes of math instruction during the Full School Day.	Instruction	All	ILT	Quarter 1	On-going		
80% or more of students identified as tier 2 or 3 will participate in an Extended Day for Math and/or reading support.	After School/ Extended Day	Other student group	ILT	Quarter 1	Quarter 3		
According to sign-in sheets, 75% of teachers will attended Professional Development for implementing differentiated small group math instruction for grades K-8 by the end of 3rd quarter.	professional development	Not Applicable	ILT	Quarter 1	On-going		
Submission of meeting notesand sign-in sheets from ILT and teacher team meetings will indicate that by the end of the 1st quarter 75% of the work creating a strong vertical alignment in order to create more consistency in math and reading instruction in grades K-8 will be completed.	ILT/ Teacher Teams	Not Applicable	ILT/Teacher teams	Quarter 1	Quarter 2		
Upon observations taking place during the 1st quarter, 80% of classrooms observed will be utilizing supplemental technology programs.	Equipment/ Technology	Other student group	Classroom teachers	Quarter 1	On-going		
80% of tier 2 & 3 students observed during the 1st quarter will have been provided intensive math interventions as documented in data binders.	Instruction	Other student group	Classroom teachers	Quarter 1	On-going		
80% of tier 2 & 3 students observed during the 1st quarter will have been provided intensive reading interventions as documented in data binders.	Instruction	Other student group	Classroom teachers	Quarter 1	On-going		

Strategic Priority 1

In each classroom, by the end of the 1st quarter, an audit will be conducted in 100% of classrooms of existing texts which are aligned to the common core standards.	Instructional Materials	Not Applicable	ILT/administration	Quarter 1	Quarter 1		
In each classroom, by the end of the 2nd quarter, 80% of the needed texts which are aligned to the common core standards will be purchased as evidenced by our P.O.'s.	Instructional Materials	Not Applicable	ILT/administration	Quarter 2	On-going		

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 professional development that meets the individual needs of the teachers and their students and develop a coaching plan that identifies teachers who need assisstance, what their need is, who will provide the coaching and how frequently it will be provided.	We scored a "2" on staff professional development and a "1" on the "instructional Coaching portion on the SEF. By individualizing the teachers staff development and providing teacher coaches to struggling teacherswe will ensure that sound instructional practices are being utilized we will improve our instructional practices which in turn will ensure student growth in reading, math and science.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
y the end of the 1st quarter, 100% of teachers will have completed a survey identifying where they feel their weaknesses are. and then the adminstration and ILT analyze the results to plan for professional development.	Professional Development	Not Applicable	ILT/Administration	Quarter 1	On-going		
By the end of the 1st quarter the adminstration and ILT will analyze the results of teacher surveys and then create a plan for professional development as evidenced by a completed written professional development plan.	Professional Development	Not Applicable	ILT/Teacher Teams	Quarter 1	On-going		
By the end of the 2nd quarter, 50% of all teachers will have attended at least 1 PD.	Professional Development	Not Applicable	ILT/Administration	Quarter 2	On-going		
All teachers who attended a PD will report to their teacher teams on what they learned at their PD.	Professional Development	Not Applicable	Teacher Leadership teams	Quarter 1	On-going		
100% of teacherswho attend PD will complete a self-evaluation of the PD to see if it met their particular needs.	Professional Development	Not Applicable	ILT/Teacher Teams	Quarter 1	On-going		
Through classroom observations conducted during the 1st quarter, the administration will Identify a minimum of 1 teacher in the primary grades, 1 teacher in the intermediate grades and 1 teacher from the middle school who will make good peer coaches.	Other	Not Applicable	Administration	Quarter 1	Quarter 2		
During the 1st quarter, administration will observe all teachers who have less than 3 years teaching experience and identify those that are in need of a peer coach.	Other	Not Applicable	Administration	Quarter 1	Quarter 2		

Strategic Priority 2

By the beginning of the 2nd quarter, all teachers with less than 3 years teaching experience and who have been identified as needing a peer coach will be paired with an appropriate coach.	Other	Not Applicable	Administration	Quarter 2	On-going		
During on-going classroom observations, the administration will identify all other teachers who maybe in need of a peer coach and then pair them with a coach.	Other	Not Applicable	Administration	Quarter 1	On-going		
By the end of the 2nd quarter the administration will conduct follow-up observations of all of the teachers who had peer coaches to ensure that the coaching is effective.	Other	Not Applicable	Administration	Quarter 1	On-going		

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
Utilize instructional strategies based on the analysis of the individual student's assessment data.	Based upon our test scores, teachers need to individualize their instruction based on the needs of the individual students' test data. If we utilize individualized instructional strategies we will increase the number of students meeting or exceeding on the ISAT.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the 1st quarter, all teachers will have received professional development to learn how to analyze their students' test data, as evidenced by PD sign-in sheets.	Professional Development	All	ILT	Quarter 1	On-going		
By the end of the 1st quarter, professional development will be provided to 100% of teachers to learn how to utilize the test data to drive instruction, as evidenced by sign-in sheets.	Professional Development	All	ILT/Teacher teams	Quarter 1	On-going		
Upon radom checking of data binders, 80% of teachers will have evidenced in them that they have analyzed the data every 5 weeks and that instruction is based on that data.	Other	All	RTI coordinator/administration	Quarter 1	On-going		
All lesson plans will be checked by the administration weekly to insure that instruction is being driven by test data.	Other	All	Prinicpal/administration	Quarter 1	On-going		
Administration will conduct teacher observations of 50% of the classrooms at least once a quarter to ensure that 100% of those teachers are using data to drive instruction.	Other	All	Administration	Quarter 1	On-going		
All Teacher Teams will discuss monthly, instructional strategies that address assessment data, as evidenced by sign-in sheets and meeting notes.	ILT/ Teacher Teams	All	ILT/Teacher teams	Quarter 1	On-going		
The ILT and the RTI cooridinator will create, by the middle of the 2nd quarter, a resource of instructional strategies, that will be located in Room 206. These resource will assist all teachers who are in need of strategies that address the needs of their students based on their test scores.	ILT/ Teacher Teams	All	ILT/RTI cooridator	Quarter 1	On-going		

Strategic Priority 3

Integrate technology programs across the reading and math curriculum.	Instruction	All	ILT/Teacher teams	Quarter 1	On-going		

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Strategic Priority 4

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

Strategic Priority Description	Rationale
Implement a school-wide attendance plan to encourage student attendance.	Based upon our data, we know that student attendance is critical to their academic growth, thereby enabling all students to grow in math, science and reading.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the first 5 weeks of school, a school-wide incentive plan will be created and implemented 100% to encourage student attendance.	Other	All	administration	Quarter 1	On-going		
100% of classroom teachers will set high attendance expectations for their students as evidenced by goals posted in classrooms.	Other	All	administration	Quarter 1	On-going		
100% of classrooms will post weekly and monthly attendance charts in their classrooms.	Other	All	administration	Quarter 1	On-going		
During formal observations 90% of all classroom teachers will have documented in their phone logs contact with at least 2/3 of parents whose children have missed consecutive days of school.	Other	All	administration	Quarter 1	On-going		
Distribute weekly incentives for students with perfect attendance, on Fridays.	Other	All	administration	Quarter 1	On-going		
Hold monthly ice cream socials for the three rooms with the highest attendance for the month.	Other	All	administration	Quarter 1	On-going		
Give incentives to the students with perfect attendance for the quarter at the end of each quarter.	Other	All	administration	Quarter 1	On-going		
Post the names of the students who have perfect attendance for the quarter on the attendance bulletin board.	Other	All	administration	Quarter 1	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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