



Mission Statement

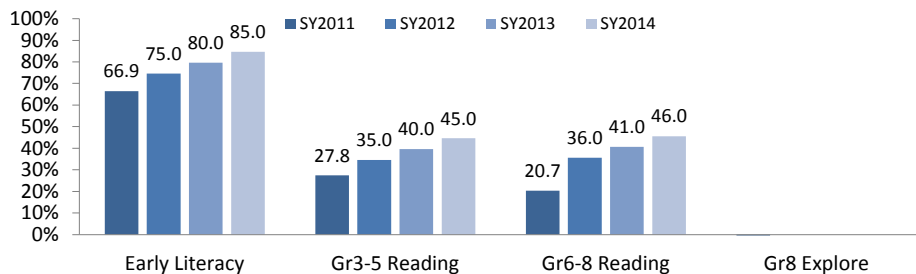
We are committed to meeting the academic needs of every student by utilizing high quality differentiated instruction and implementing research-based programs with best practices. Data-driven assessment, planning, and teaching are the essential supports to continue moving forward on the path to high achievement for all students. Our staff is dedicated to motivating and encouraging the very best from our students, parents and teachers. We strive to build a literate environment where every student is learning at his/her maximum potential through the use of best practices and technology across all content areas. We encourage all students to become life long learners and contributing members of society and of the global economy.

Strategic Priorities

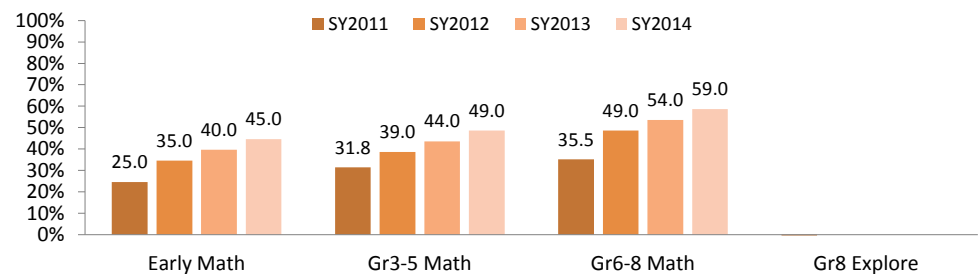
- 1. Provide rigorous differentiated reading/language arts instruction utilizing the Guided Reading model from Fountas and Pinnel as a professional guide. Through the guided reading instructional practice move toward alignment with the Common Core State Standards and supporting students with non-fiction text.
2. Provide all students with rigorous math instruction and problem solving experiences which will positively impact our implementation of common core state standards and our commitment to helping every student attend college and become a life long learner. The subject areas found within the CCSS are Operations and Algebraic Thinking,
3. Provide all students access to hands-on experiment/laboratory based rigorous science instruction aligned with the common core standards.
4. Provide all students with multiple technologically based opportunities for skill based success. These interactive tutorial programs (such as Lexia, Study Island, Kids College, Elevate Learning and Mavis Beacon) will help all students gain the accumen needed to enter college, and become proficient life long learners.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William P Nixon 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
Herman Escobar	Principal
Jay Thompson	Assistant Principal
Gerald Byers	Assistant Principal
Leonel Ortiz	ELL Teacher
Kimberly Roberson	Counselor/Case Manager
Paul Kerman	Other
Rosenda Huezo	Lead/ Resource Teacher
Alese Affatato	Lead/ Resource Teacher
Crissie Williams	Lead/ Resource Teacher
Lisa Arroyo	Lead/ Resource Teacher
Nancy Rayo	Lead/ Resource Teacher
Margaret Byrne	Lead/ Resource Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	66.9	75.0	80.0	85.0	Early Math % of students at Benchmark on mClass	25.0	35.0	40.0	45.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.8	35.0	40.0	45.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	31.8	39.0	44.0	49.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.4	55.0	60.0	65.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.3	60.0	65.0	70.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	20.7	36.0	41.0	46.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.5	49.0	54.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.0	57.0	62.0	67.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.0	60.0	65.0	70.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA				Explore - Math % 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
Attendance Rate Average daily attendance rate	95.6	96.5	96.7	96.9					
					Misconducts Rate of Misconducts (any) per 100	3.5	3.5	3.2	2.9

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	58.3	65.0	70.0	75.0		ISAT - Reading % of students exceeding state standards	9.5	13.0	16.0	19.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.5	78.5	81.5	84.0		ISAT - Mathematics % of students exceeding state standards	11.1	15.0	18.0	21.0
ISAT - Science % of students meeting or exceeding state standards	57.8	62.8	67.8	72.8		ISAT - Science % of students exceeding state standards	3.9	6.9	9.9	12.9

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Strong leadership development in place but will continue developing P.D. with Instructional Team and place emphasize on follow-up and monitoring. Implemented training on 90-90-90 Model of Professional Development. Developed leadership capacity of the ILT. Provided Cycle of Learning to build increased teacher ability to master cycle and provide P.D.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal will continue to include all stakeholders in implementing the CIWP for instructional schoolwide improvement with an emphasis on developing a college and career readiness school culture.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Strong ILT with commitment to schoolwide improvement efforts in place with a need to monitor activities in place.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	Teacher input to frame professional development.	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	Self-monitoring by staff to assure improvement efforts are successful and support where needed will be implemented.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Guided reading will continue as a strategy incorporating an assessment component quarterly. Ongoing PD for reading, math, and science.</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>We will continue to seek input from teachers, parents and students on instructional needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Administrative team and Instructional Leadership Team develop in-house inservices for Scantron/NWEA materials for differentiated instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>PD for implementation of the Danielson & CPS Instructional Framework will seek to improve instructional practices by all teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Intervention strategies will be concentrated on early intervention beginning in Kindergarten through 3rd grade to improve on RTI.</p>	
	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Staff will develop and implement a coaching plan with follow up support at grade level meetings. Staff will plan school-wide staff P.D.s with input from Administrative Team, grade levels and Network assistance.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Grade level team meetings will be conducted by the Principal in conjunction with ILT suggestions.	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Instructional coaching will continue between ILT and teachers to peer coaching to improve instruction.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Staff will develop and implement a college going culture based on staff ideas for promoting college and career readiness. Developing PK-6 success curriculum and parent programs for next year to enhance college readiness.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Staff will continue to advocate for all students, particularly special needs students, by assigning a One on One mentor for students with social-emotional and behavior needs.	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	Need to develop a school-wide behavior program. Very few suspensions, students are polite, and like their in school community but need to develop model behavior plan for all students.	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Parent outreach and services will be expanded to increase parental participation in school educational and social programming. Continue providing current parent classes and incorporate technology training.	3
	Ongoing communication	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Increase teacher/parent conferences on a regular part of our schoolwide outreach activities.	3
	Bonding	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	We will begin the school year by hosting grade level orientation meets for parents that focus on the importance of attendance, grade level reading and math expectations. Invite community members to speak to our students focusing on college and careers. Continue with family Reading and Math nights.	2

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Typical School		Effective School	Evidence	Evaluation
Specialized support ----->				2
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Expand our Family Focus partnership to include outreach for families with special needs students.		
College & Career Exploration and election ----->				2
<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Need to develop a plan to prepare students for college beginning in the primary grade through 6th grade. Paradigm shift needed with respect to college as a goal for all students in our community by enhancing work in all categories.		
Academic Planning ----->				2
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Hold a Career Day schoolwide to coincide with a Professional and Career Fair including community agencies and business leaders.		
Enrichment & Extracurricular Engagement ----->				2
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Expand our enrichment and extracurricular activities over the summer including Library hours over the summer.		

N 6: College and Career Readiness Supports

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Develop a needs assessment to determine current student interest in colleges and careers to help develop a college and career readiness plan.	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Hold a college fair by inviting local universities to speak with students and parents on how to prepare to save for college.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Continue to network with the 7th grade transition and expand transition to every grade level classroom.	

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
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Reallocation of resources by incorporating input from all stakeholders on an ongoing basis to impact CIWP throughout the school year. Strong ILT will drive decisions that will impact on Instructional improvement at all grade levels.</p>		
	Building a Team ----->				4
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Based upon the actions of our Administrative Team, Instructional Leadership Team, Local School Council, Bilingual Advisory Committee, and Grade Level teams, we are progressing towards the goal of increasing excellent resources.</p>			
Use of Time ----->				3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Identify a staff liason for families of struggling students for orientation of the current programs available for students. Continue to schedule computer lab for students struggling in reading and math with software programs to help bridge reading and math gaps.</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

We are committed to meeting the academic needs of every student by utilizing high quality differentiated instruction and implementing research-based programs with best practices. Data-driven assessment, planning, and teaching are the essential supports to continue moving forward on the path to high achievement for all students. Our staff is dedicated to motivating and encouraging the very best from our students, parents and teachers. We strive to build a literate environment where every student is learning at his/her maximum potential through the use of best practices and technology across all content areas. We encourage all students to become life long learners and contributing members of society and of the global economy.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide rigorous differentiated reading/language arts instruction utilizing the Guided Reading model from Fountas and Pinnel as a professional guide. Through the guided reading instructional practice move toward alignment with the Common Core State Standards and supporting students with non-fiction text.	We used Fountas & Pinnell reading levels at the end of year 2011 to determine 32% of our students were reading at grade level. We are focused on differentiated instruction and guided reading to increase our students reading capacity. Teachers will focus on identifying reading needs and specifically addressing the need in guided reading groups. Identifying individual students' literacy needs and instructional levels with the Fountas and Pinnell leveling system gives teachers data to address specific reading skills. Students will have opportunities to reading and discuss text that they can comprehend with support of the teacher in small group guided reading. Our goal is to obtain 50% of our students reading at grade level according to Fountas & Pinnell.
2	Provide all students with rigorous math instruction and problem solving experiences which will positively impact our implementation of common core state standards and our commitment to helping every student attend college and become a life long learner. The subject areas found within the CCSS are Operations and Algebraic Thinking, Number and Operations - Base Ten, Number and Operations - Fractions, Measurement and Data, and Geometry.	Based upon a comparison of Scantron scores (10.95% students in the fourth quartile) and NWEA projected scores, (2.43% of our students in the fourth quartile), we are reassessing our instructional methodologies so that our use of Math Trailblazers and Connected Math will better prepare our students for more immediate success on MClass and Common Core state assessments.
3	Provide all students access to hands-on experiment/laboratory based rigorous science instruction aligned with the common core standards.	After carefully studying the implications of our ISAT Science data (57.8% of our students at or above), we are committed to moving all grades into a more rigorous scientific method based instructional format. Relying, in part, on the natural linkage between our math programs and scientific investigations, we expect all students to develop a greater understanding of science in our world, and the implications it holds for our college bound population.

4	<p>Provide all students with multiple technologically based opportunities for skill based success. These interactive tutorial programs (such as Lexia, Study Island, Kids College, Elevate Learning and Mavis Beacon) will help all students gain the accumen needed to enter college, and become proficient life long learners.</p>	<p>Building upon our daily use of technology in grades 2-6, we are developing a more statistically referenced plan for the use of the hardware and software assets we currently own. Scantron scores show that incoming 3rd graders have deficits in reading. Also, based upon 2011 Scantron data in grades 3-5, 27.8% of our students score at or above, while the 6th grade scores show that 20.7% of our students score at or above. It is our goal to positively impact growth in all student groups through the more prescriptive implementation of technology based interactive tutorial programs. Lastly, we intend to use our existing technology to foster the skills needed to excel within the Common Core group/product driven assessments.</p>
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide rigorous differentiated reading/language arts instruction utilizing the Guided Reading model from Fountas and Pinnel as a professional guide. Through the guided reading instructional practice move toward alignment with the Common Core State Standards and supporting students with non-fiction text.	We used Fountas & Pinnell reading levels at the end of year 2011 to determine 32% of our students were reading at grade level. We are focused on differentiated instruction and guided reading to increase our students reading capacity. Teachers will focus on identifying reading needs and specifically addressing the need in guided reading groups. Identifying individual students' literacy needs and instructional levels with the Fountas and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue ILT led professional development and cycles of learning focused on the implementation of guided reading and differentiated instruction	ILT/ Teacher Teams	All	ILT Team	Quarter 1	Quarter 4		
Meet as grade levels to integrate the common core state standards to our guided reading practices	ILT/ Teacher Teams	All	ILT & Grade Level Teams	Quarter 1	Quarter 4		
Utilize assessment data ISAT, Scantron, DIBELS/IDEL, TRC and BAS to drive instructional decisions and monitor student progress	Instructional Materials	All	ILT & Grade Level Teams	Quarter 1	Quarter 4		
Continue to implement cycles of learning to develop teacher capacity to 85% implementation as evident by targeted learning walks. Final stage of cycle will include a schoolwide walkthrough to gage effectiveness of cycle at 85% or better.	Professional Development	All	ILT & Grade Level Teams	Quarter 1	Quarter 4		
Increase our early literacy achievement to 75% at benchmark by the End of Year 2013 based on DIBELS/IDEL. We will monitor Mclass, DIBELS, and IDEL to determine if 75% of students are successful.	Instruction	All	ILT & Primary Grade Teachers	Quarter 1	Quarter 4		
Increase reading achievement on NWEA, National Percentile Rank to 40% at or above grade level by End of Year 2013 and seek professional development for a seamless transition to NWEA. Monitor quarterly data using NWEA results and use tools for reteaching and learning.	Instruction	All	ILT & 3rd - 6th Grade Teachers	Quarter 1	Quarter 4		



Strategic Priority 1

Increase the number of students keeping pace on NWEA to 63% of students making growth by End of Year 2013 and seek professional development for a seamless transition to NWEA. Monitor NWEA reports to determine professional development needs of teachers.	Instruction	All	ILT & 3rd - 6th Grade Teachers	Quarter 1	Quarter 4		

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 all students with rigorous math instruction and problem solving experiences which will positively impact our implementation of common core state standards and our commitment to helping every student attend college and become a life long learner. The subject areas found within the CCSS are Operations and Algebraic Thinking, Number and Operations - Base Ten, Number and Operations - Fractions, Measurement and Data, and Geometry.	Based upon a comparison of Scantron scores (10.95% students in the fourth quartile) and NWEA projected scores, (2.43% of our students in the fourth quartile), we are reassessing our instructional methodologies so that our use of Math Trailblazers and Connected Math will better prepare our students for more immediate success on MClass and Common Core state assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue math specialist/teacher-led professional development with an emphasis on increasing positive movement in all quartiles for all learners.	Professional Development	All	Mr. Kerman & Mr. Byers	Quarter 1	Quarter 4		
Develop more group based assessment opportunities to foster growth within the CCSS Assessment Portfolio. These CCSS performance assessments will be created by teacher grade level teams and the math specialist to foster an effective instruction/assessment model.	Instruction	All	Common Core Math Team	Quarter 1	Quarter 4		
Improve the usage of MTB/CMP Internal Assessment structures to help remediate students effectively and at the earliest sign of difficulty. These actions will be monitored by the math specialist and a member of the administrative team to insure effective program implementation. Teachers will monitor student growth on weekly assessments and report as a team at grade level meetings. Also, grade levels and the math specialist will meet to create and implement on-going enrichment opportunities for students who are ready to engage in advanced math activities.	Instruction	All	Common Core Math Team & ILT	Quarter 1	Quarter 4		
Continue our bi-monthly parent math programs to enhance our partnership with our families and community.	Parental Involvement	All	Bilingual Coordinator & Math Specialist	Quarter 1	Quarter 4		
Develop more effective methods of rewarding success by motivating students to "join the team effort" for sustained growth.	Instruction	All	Mr. Byers	Quarter 1	Quarter 4		

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
Provide all students access to hands-on experiment/laboratory based rigorous science instruction aligned with the common core standards.	After carefully studying the implications of our ISAT Science data (57.8% of our students at or above), we are committed to moving all grades into a more rigorous scientific method based instructional format. Relying, in part, on the natural linkage between our math programs and scientific investigations, we expect all students to develop a greater understanding of science in our world, and the implications it holds for our college bound

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue in-house science professional development by grade levels for improved science instruction linked to Common Core Standards.	Professional Development	All	Mr. Kerman, ILT & Grade Levels	Quarter 1	Quarter 4		
Inventory and organize all Science materials and texts in order to develop labs which reflect our goal to restructure Science instruction into a hands-on laboratory experience.	Instructional Materials	All	Mr. Kerman, ILT & Grade Levels	Quarter 1	Quarter 4		
Continue the use of the FOSS Science Curriculum in 4th Grade and adapt these lessons to the 3rd and 5th grades.	Instruction	All	3rd-5th Grade Teachers & Mr. Kerman	Quarter 1	Quarter 4		
Continue and expand our participation in the Science Fair at the Network level.	Instruction	All	Ms. Byrne, Science Coordinator	Quarter 1	Quarter 2		
Continue and expand our in-house Science Fair with an emphasis on experimentation and data analysis.	Instruction	All	Ms. Byrne, Science Coordinator	Quarter 1	Quarter 2		



Strategic Priority 3



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
Provide all students with multiple technologically based opportunities for skill based success. These interactive tutorial programs (such as Lexia, Study Island, Kids College, Elevate Learning and Mavis Beacon) will help all students gain the accumen needed to enter college, and become proficient life long learners.	Building upon our daily use of technology in grades 2-6, we are developing a more statistically referenced plan for the use of the hardware and software assets we currently own. Scantron scores show that incoming 3rd graders have deficits in reading. Also, based upon 2011 Scantron data in grades 3-5, 27.8% of our students score at or above, while the 6th grade scores show that 20.7% of our students score at or above. It is our goal to

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue using Lexia, Reading Plus, Study Island, Kids College and Mavis Beacon Touch Typing software materials	Equipment/Technology	All	All Grade Level Teachers	Quarter 1	Quarter 4		
Create new ways to match students needs to the strengths of the aforementioned programs within licensing constraints.	Instruction	All	Mr. Byers	Quarter 1	Quarter 4		
Maintain the efficiency of our computer labs and laptop rollout hardware.	Equipment/Technology	All	Technology Coordinator	Quarter 1	Quarter 4		
Create in-house practice assessments in preparation for Common Core technology based group assessments.	Instruction	All	ILT Team & Grade Level Team	Quarter 1	Quarter 4		
In-service new and existing staff regarding the full utilization of all software packages.	Professional Development	All	Technology Coordinator	Quarter 1	Quarter 4		
Use our network's expertise to insure the most efficient use of all existing software.	Other	All	Mr. Byers	Quarter 1	Quarter 4		
The administrative team will review data on software usage weekly and discuss usage reports with teachers at grade level meetings and at P.D. to assure student growth on academics.	Instruction	All	Administrative Team	Quarter 1	Quarter 4		



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