CIWP

2012-2014 Continuous Improvement Work Plan

Joseph Warren Elementary School

Skyway Elementary Network

9239 S Jeffery Ave Chicago, IL 60617

ISBE ID: 150162990252502

School ID: 610218

Oracle ID: 25761

CHICAGO PUBLIC SCHOOLS | CPS
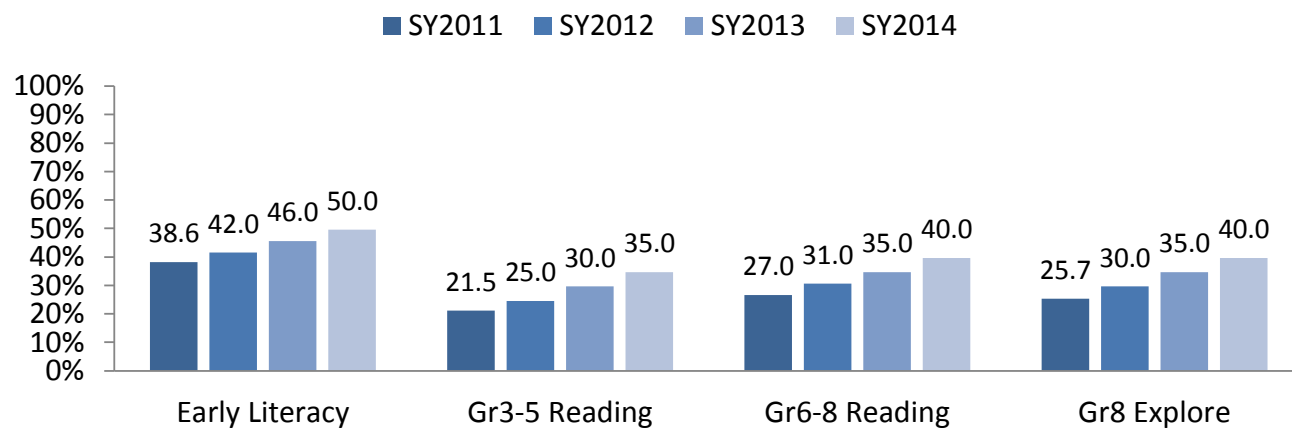
Mission Statement

Our mission is to assure that within a nurturing, stimulating and challenging environment, our students achieve literacy and adequate core competencies to compete globally as technologically saavy informational gurus in an ever changing world.
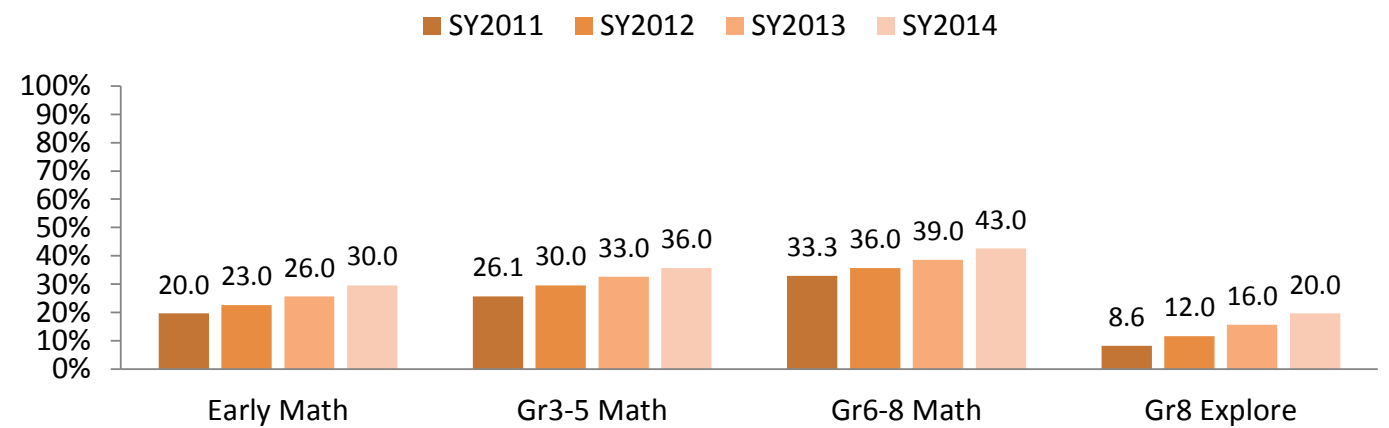
Strategic Priorities

1. Increase ISAT reading scores in exceeds and meets category with an annual growth of at least 3%.

2. Increase ISAT Composite scores in exceeds and meets category with an annual growth of at least 3%.

3. Increase ISAT Math and Science scores in exceeds and meets category with an annual growth of at least 3%.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	38.6	42.0	46.0	50.0
Gr3-5 Reading	21.5	25.0	30.0	35.0
Gr6-8 Reading	27.0	31.0	35.0	40.0
Gr8 Explore	25.7	30.0	35.0	40.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	20.0	23.0	26.0	30.0
Gr3-5 Math	26.1	30.0	33.0	36.0
Gr6-8 Math	33.3	36.0	39.0	43.0
Gr8 Explore	8.6	12.0	16.0	20.0

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:	Joseph Warren 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
Margaret F. Snyder	Principal
Deidra A. Turner	Assistant Principal
Kimberly Baker	Lead/ Resource Teacher
Darah M. Andrews	Lead/ Resource Teacher
Delores King	Lead/ Resource Teacher
Lyra Crawford	Support Staff
Myee Hibbler	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	38.6	42.0	46.0	50.0	**Early Math** % of students at Benchmark on mClass	20.0	23.0	26.0	30.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.5	25.0	30.0	35.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.1	30.0	33.0	36.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.3	58.0	62.0	66.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.4	50.0	55.0	60.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.0	31.0	35.0	40.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	33.3	36.0	39.0	43.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.0	39.0	43.0	46.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.6	49.0	53.0	57.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	25.7	30.0	35.0	40.0	**Explore - Math** % of students at college readiness benchmark	8.6	12.0	16.0	20.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.0	97.0	98.5	99.1	**Misconducts** Rate of Misconducts (any) per 100	21.6	18.0	15.0	12.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	68.6	71.0	73.0	75.0		**ISAT - Reading** % of students exceeding state standards	14.7	16.0	18.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	70.6	73.0	76.0	80.0		**ISAT - Mathematics** % of students exceeding state standards	13.7	15.0	17.0	20.0
ISAT - Science % of students meeting or exceeding state standards	73.2	75.0	77.0	80.0		**ISAT - Science** % of students exceeding state standards	4.2	7.0	10.0	13.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	-->		**3**
• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	As instructional leaders, the administration of Warren School ensures that extensive collaboration is taking place daily. Grade Level Meetings, Instructional Leadership Team Meetings and Common Core Quick Study Sessions are used to design curriculum that caters to the individual needs of the students, create lessons that include rigor with higher order thinking skills woven throughout. During this collaboration time, each lesson is aligned to Illinois State Standards and now Common Core and staff collaboratively gains a clear understanding of what students are expected to know, learn and master at all grade levels. Effective monitoring is used to make sure that teachers are charting	
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 Administrative Team of Warren has adopted the motto that "We are family and our students are college bound." With this mantra being supported throughout our daily walk, it propels not only students, but teachers and extra support staff as well to strive for our common goals. We have also created a Warren School Chant. This chant helps build a learning climate that fosters teamwork and unity. The Administrative Team monitors classroom instruction through administrative walkthroughs as well as being active classroom participants (team teaching). The Admin Team Members (Principal and Assistant Principal) are RTI Instructors and are active grade level participants as well. Weekly staff meetings are conducted in order to keep teachers current on events, programs and/or school related activities. The Admin Team has also created Peer Walkthroughs. Here, a group of teachers have an opportunity to spend a day constructively critiquing their peers. These walkthroughs have been very instrumental in teacher collaborations, sharings, modeling, positive critiques, altering	

(Left margin label: DIMENSION 1:Leadership)

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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	• Teachers share instructional leadership. They participate in weekly grade level cluster meetings to evaluate data and make informed decisions about areas of instruction. Teachers determine what is working and what needs improvement to achieve overall academic achievement. Suggestions are shared with Lead teachers, ILT members and administration where changes and/or decisions are made to improve achievement. • Data teams meet on a regular basis particularly when assessment results from Dibels, ScanTron, MClass, NWEA, ISAT and Explore are available. Data is analyzed and theories are derived to determine positive as well as negative academic efficiency. Next steps are made to foster steady growth and improvement. Teachers share instructional leadership. They participate in weekly grade level cluster meetings to evaluate data and make informed decisions about areas of instruction. Teachers determine what is working and what needs improvement to achieve overall academic achievement. Suggestions are shared with Lead teachers, ILT members and administration where changes and/or decisions are made to improve achievement. * Data teams meet on a regular basis particularly when assessment results from Dibels, ScanTron,	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		
• 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 members are comprised of professionals who have a clear understanding of the mission and direction of Warren School. • Team members meet weekly to analyze current practices within instruction to implement improvements where necessary. • Members analyze data and report out findings as well as next steps for improvement. • ILT attends workshops and PDs that address district wide next steps regarding literacy and aid in preparing information to convey to all staff members. Team members design and assemble the physical components of transitions that will occur.	
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.	• As a proactive approach to monitoring instruction, the ILT keeps abreast of most current school data. Information is analyzed according to each grade and across grade bands. Theories are addressed about instructional practices that are currently in place and shifts that must happen to enhance the desired outcomes.	

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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.	• ILT members prepare Learning priorities (Common Core Standards) for major content area across grade levels to be shared during weekly teacher collaborative planning times. The learning priority maps reveal the order in which skills should be taught per grade level and in some cases per grade ban. This strategic alignment was designed to keep instruction Common Core Standards based and guides school-wide instruction in an effort to enhance overall academic achievement. • Instructional materials that focus on more informational text at appropriate text-complexity per grade level have been adopted to better prepare students for academic success. • Each grade ban has developed common units of instruction that are aligned to Common Core Standards. • Our short and long term goals also include providing specific supports necessary for students with special needs.	
	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).	• Teachers are equipped with current Common Core Standard aligned materials. • Materials provide support for students with special needs. • Teachers have been trained in and utilize elements of technology as a part of everyday instruction, inclusive of high-tech tools such as Mac and PC computer labs, a dual-screen mobile computer lab, integrated HD plasma screen monitors, and interactive Smart Boards updated with the most current applications.	

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	-->		
• 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 data is compiled and made readily available to teachers soon after assessments are completed. Teachers have access to data by website or hard copies. • To guide and monitor student learning, formative, summative, diagnostic, and benchmark assessments are administered on a regular basis. • Assessment modifications and accommodations are utilized to ensure that students with special needs can accurately display their skills and knowledge. • Standards being assessed are aligned with assessment methods.	

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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.	• Teachers communicate daily learning objectives according to order of Learning Priorities identified on Learning Priority Maps. Instructions as well as significance of learning skills are shared and discussed. • To monitor student progress and check for understanding, formative assessments during instruction are used, but this practice needs to be enhanced. • Teachers use a variety of questioning techniques to encourage thinking and deepen understanding. • Instruction is also layered so that students at all levels receive challenging text and tasks in an effort to heighten overall achievement. • Instruction is conveyed and practiced through small groups, partnered settings, peer tutors, and one-on-one conferencing .	

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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.	• Warren's teacher and leadership teams review and analyze data from formative as well as summative assessments to identify students in need of academic intervention. Students' names and grade levels are compiled and submitted to RTI team members who provide supports for students functioning below grade level. • Instructional resources at various levels are used to strengthen student deficits. • Special Education teachers also provide resources to help build knowledge bases and support instruction. • RTI teams log instruction and keep portfolios to monitor progress and help assist in next steps for instruction.	
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.	• Devising a method for monitoring the effectiveness of Professional Developments with whole staff will be enhanced. • Information to help guide instruction, ideas for discussion, and projects to share are conveyed through Whole Staff Professional Developments. • Administration ensures that information is work-related and relevant to educators.	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		
	• 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.	• Established norms or protocols to clarify expectations regarding roles, responsibilities, and relationships, and relationships among team members. • Grade cluster chairpersons assemble weekly meetings and report to ILT and administration concerns/needs for improvement. • Collaborating in regular cycles for long term planning will be enhanced. • Teachers collaborate on behalf of general education and Special education students and other specialists as appropriate. • Teachers share and plan to prepare instructional strategies and practices best suited for students' mastery of skills. • Collectively reflect on and revamp strategies to increase student mastery across grades. • Offer input regarding instructional formats and suggest resources to enhance academic achievement schoolwide.	
	Instructional coaching	-->		**2**
	• 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.	• Teachers engage in internal walkthroughs with ILT members and administrators where teachers are evaluated based on a previously designed observation checklist. Teachers are observed in their natural teaching capacities and critiqued. At a later time teachers are given feedback based on their colleagues' comments. This plan is designed for on-going professional learning. • New teachers are paired with same grade or same grade band teachers and/or a coach to provide encouragement/support with standards, instruction or other classroom related concerns. • During Grade Ban meetings, new teachers receive common instructional ideas and strategies from other colleagues. • Teachers receive Professional development opportunities based on their specific needs. • A coaching plan that identifies roles, responsibilities, and teacher needs with more effective Induction support for new teachers will	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	--->		**2**
DIMENSION 4:Climate and Culture	• 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	• Students have multiple opportunities to participate leadership roles. • Curriculum and Instruction is tailored to include plans for College and career paths after High school. • The mission and vision/goals for the future of our students are identified early on and reiterated throughout instruction, daily school-wide expectations, rules & regulations, counseling opportunities, and one-on-one conferencing. Our goal is to shape students to become successful lifelong learners. • Students participate in Career day opportunities to connect	
	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.	• Adults practice respect, fairness, encouragement and impartiality when interacting with students. • Students are made to feel safe and secure enough to confide in adults to report instances that could be harmful to other students or the school as a whole. • Students with Special needs are included and invited to participate in school-wide functions, activities, groups and supports just as other students. • Teachers establish a rapport with students and develop teacher-student relationships based on integrity and character building. • Counseling services are provided for students whose concerns exceed teacher capacity. • Each child is reminded of his/her duties and responsibilities in	
	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.	Proactive measures are in place to deter negative student infractions. The Discipline Committee utilizes strategic interventions such as School Motto, Chant, "Student of the Week Program, On the Ball Program, In My Shoes Program, Quarterly Awards Assemblies, Boys to Men Club, Girls Club and Schoolwide Fieldtrips. Parent Logs are used to keep open communication/dialogue with parents. Accessible parent conference request forms make easily accessible teachers. Automated telephone calling posts are used to inform parents of	

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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 Warren School Admin team ensures that parents are well informed about their school's performance. Individual students' Scantron/Dibels Reports are sent home along with suggested homework activities. Our PAC Team conducts numerous informational parent meetings, workshops and fieldtrips. Departmental grade levels have quarterly afterschool parent meetings to inform parents of school mandates (paying close attention to benchmark grades). Teachers must submit Monthly Parent Logs. These logs are used to document the number of parents contacted per month, date of contact, states topic of discussion,outcome and follow-up. This log provides on-going and open dialogue with both teachers and parents. Most parents have been trained to use Parent Portal. Parents can access students	
	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.	Two-way and on-going communication between parent and staff are prevalent through Parent Communication Logs, Parent Request Conference Forms, Quarterly Mandatory Parent Afterschool Meetings, Quarterly Awards Assemblies, PAC Parent Meetings and Workshops, Parent Field Experiences and Homework Assignment Sheets that are sent home each week by the child's teacher.	
	Bonding	-->		**3**
	• 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 Administrative Team has an open-door policy. Parents are addressed as Wildcat Team Members. They also buy into the belief that "We Are family and We Are College Bound. School wide Activities that support on-going school/family communications are as follows:Monthly Teacher/Parent Communication Logs, Quarterly Informational Parent Meetings, Parent Conference Request Forms are readily accessible in main office and Parent Handbook,Remediation Plans are created and signed by both teachers and parents, Quarterly Awards Assemblies.Some Eighth Grade Parents and Students both receive The Principal's Annual "When No One Was Looking Award." This award is given the	

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
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.	Our PAC Chairperson makes home visits. During these home visits, discussions take place regarding attendance, behavior or even school condolences. The School Counselor recommends a number of support agencies to parents, ranging from receiving free pampers to how to find a job. (The Family Health Network)	
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.	Uppergrade fieldtrips include visits to selective high schools and colleges. College Career Week and the High School Fair is conducted annually. College banners hang from each classroom entrance. The School Motto, 'We are family and we are college bound" is stated daily via intercom.	
Academic Planning	-->		**1**
• 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.	Students are informed by Counselor as to when and how they may inquire about future opportunities. They confer with School Counselor and upper grade teachers regarding High School and/or college information. Students along with parents and families have scheduled opportunities to consult with school regarding next steps after eight grade graduation.	
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.	Students participate in a variety of extracurricular activities including volleyball, girls' basketball, boys' basketball, baseball, cheerleading, track & field, history fair, dancing, Girls Club, Boys Club, Girl Scouts and Boy Scouts, and Science fairs, all in an effort to	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

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	***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.	School leaders and ILT members obtain information about College related assessments through College Readiness Standards Report for EXPLORE. ILT members become knowledgeable about foundation that must be present to bring about success on college placement exams. School leaders share information and work with	
	College & Career Admissions and Affordability	-->		**2**
	• 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.	Teachers work together to incorporate tours of Colleges and Universities into Upper grade students' annual trip. Students visit such colleges as Morehouse, Spellman and Clark Atlanta University. Students receive brochures, handouts and websites are made readily available for students and families to explore future possibilities.	
	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.	In grade ban meetings teachers stay connected with standards and focus on the layers for each grade. Teachers consult with each other and reiterate those skills that should be impressed upon in the preceding grade to ensure that students have been adequately prepared. Near the end of a school year, teachers delve deep into the next year's concepts and skills to expose students to what they will encounter. Former students who return to our school share their knowledge of High School and their meaningful experiences with upcoming graduates to help them prepare emotionally and	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	--->		2
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary funds are aligned to SIPAAA priorities. The Principal along with the ILT assures that all discretionary funds are allocated to support these priorities.	
	Building a Team	--->		2
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is based on student needs. Our" New Teacher" Recruitment Team participates in the interviewing process, giving input regarding hiring, welcoming, issues "The Start of the Year Orientation Booklet," supports, models and offers feedback. Before hiring, recruiters must engage in a rigorous hiring process. This includes, but is not limited to, teaching a classroom lesson and reading or creating an IEP. Strategies such as classroom management, rigor in lessons, detailed lesson plans, small groups and embedded high order thinking skills are observed.	
	Use of Time	--->		3
	• 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.	After in-depth and continuous data analysis, scheduling modifications may be made in order to better meet the needs of the students. Recently, a transition to blocked scheduling in the uppergrades was made in order to maximize teaching and learning. Next year's scheduling includes a Writing Block and an RTI/Enrichment Block. Here, rigorous lesson planning along intense remediation and/or enrichment enhancements will be in place in order to move students from meets to exceeds.	

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

Our mission is to assure that within a nurturing, stimulating and challenging environment, our students achieve literacy and adequate core competencies to compete globally as technologically saavy informational gurus in an ever changing world.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase ISAT reading scores in exceeds and meets category with an annual growth of at least 3%.	We will increase scores in reading through unit planning implementation, a collection of informational text embedded into the curriculum, opportunities for engaging conversations, and an increase in comprehension building with strategic curriculum alignment. After in-depth ScanTron and ISAT data analysis we have concluded that the following strategies will be implemented to create a more rigorous and challenging curriculum. Small group instruction throughout all core subjects with scaffolding across grade levels will be a tool used to target the needs of individual students. Building stronger informational based libraries, students will enhance language vocabulary, knowledge and reading skills, deepen comprehension building potential and learn how to engage, interact and have conversations with the texts.
2	Increase ISAT Composite scores in exceeds and meets category with an annual growth of at least 3%.	Instructional Leadership Team will utilize strategy of progress monitoring to analyze, breakdown assessment data such as ScanTron, formative assessments, student portfolios, School-Wide Evidence Based Writing Assessments, ISAT, Dibels, and NWEA in order to remediate instructional practices within the classroom and across grade levels.
3	Increase ISAT Math and Science scores in exceeds and meets category with an annual growth of at least 3%.	Develop a deeper and more efficient understanding of math through the use of vertical learning. Students will build mathematical fluency through using homework time for repetition and memorizing. Students will build automaticity of applying Math and Science skills within the appropriate application even when not prompted to do so. Technology will be intricately woven throughout the disciplines to broaden mathematical and scientific principles and concepts.
4	Optional	

5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase ISAT reading scores in exceeds and meets category with an annual growth of at least 3%.	We will increase scores in reading through unit planning implementation, a collection of informational text embedded into the curriculum, opportunities for engaging conversations, and an increase in comprehension building with strategic curriculum alignment. After in-depth ScanTron and ISAT data analysis we have concluded that the following strategies will be implemented to create a more rigorous and challenging

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy blocks will consist of 120 minutes.	Instruction	All	Teacher, Principal, Assistant Principal	On-going			
Teachers will participate in weekly grade level meetings to plan, pace and implement vertical lessons.	Instruction	All	Teacher, Principal, Assistant Principal	On-going			
Regular and consistent collaboration with Gen Ed and Sped teachers will take place weekly.	Instruction	Students With Disabilities	Teacher, Principal, Assistant Principal	On-going			
ILT will meet bi- monthly to review, analyze and make teacher recommendations regarding formative and summative student assessments.	Instruction	All	ILT	On-going			
Teachers will participate in an increased number of PD's related to reading and instructional practices.	Professional Development	All	Teacher, Principal, Assistant Principal	On-going			
Purchase additional Literary and Informational text	Instruction	All	Teacher, Principal, Assistant Principal	On-going			
Student schedules will include computer classes that reinforce literacy skills.	Instruction	All	Teacher, Principal, Assistant Principal	On-going			
The librarian will reinforce reading curriculum	Instruction	All	Teacher, Principal, Assistant Principal	On-going			
Teachers will conduct a Literacy Night	After School/ Extended Day	All	Teacher, Principal, Assistant Principal	Quarter 2			
Renew and fully implement Study Island, Kid's College and Accelerated Reading Technology Programs for remediation and enrichment.	Instruction	Students With Disabilities	Teacher, Principal, Assistant Principal	On-going			
Teacher on Teacher Walkthroughs will take place in order to enhance teaching and learning and help create a more rigorous learning evironment.	Professional Development	All	Teacher, Principal, Assistant Principal	On-going			

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**2012-2014 Continuous
Improvement Work Plan**

Joseph Warren Elementary School

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Strategic Priority 1

All classroom libraries will be upgraded	Instructional Materials	All	Teacher, Principal, Assistant Principal	Quarter 1			
Schoolwide Reading Incentives will be in place to encourage more student interest reading	Instructional Materials	All	Teacher, Principal, Assistant Principal	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
Increase ISAT Composite scores in exceeds and meets category with an annual growth of at least 3%.	Instructional Leadership Team will utilize strategy of progress monitoring to analyze, breakdown assessment data such as ScanTron, formative assessments, student portfolios, School-Wide Evidence Based Writing Assessments, ISAT, Dibels, and NWEA in order to remediate instructional practices within the classroom and across grade levels.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All instructional staff will provide differentiated instructional strategies to meet all students individual needs.	Instruction	Students With Disabilities	Teachers, Principal Assistant Principal, ILT	On-going			
Instructional Staff will receive additional in Differentiated Instruction P.D.s	Instruction	Students With Disabilities	Teachers, Principal Assistant Principal, ILT	On-going			
Purchase additional nonfiction text	Instructional Materials	All	Principal Assistant Principal, ILT	Summer 2012			
Teachers will receive additional training in the implementation of technology programs.(Study Island, Kid's College, Accelerated Reader)	Professional Development	All	Teachers, Principal Assistant Principal, ILT	On-going			
Hartcourt Reading Program will be replenished. (K-5)	Instructional Materials	All	Teachers, Principal Assistant Principal, ILT	Summer 2012			
McGraw Hill Reading Progam will be replenished for 6-8.	Instructional Materials	All	Teachers, Principal Assistant Principal, ILT	Summer 2012			
Continue to monitor Scantron and Dibels Assessment Data	Instruction	All	ILT Principal, Assistant Principal	On-going			
ILT will create schoolwide reading assessments	Instruction	All	Principal Assistant Principal, ILT	Summer 2012			

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
Increase ISAT Math and Science scores in exceeds and meets category with an annual growth of at least 3%.	Develop a deeper and more efficient understanding of math through the use of vertical learning. Students will build mathematical fluency through using homework time for repetition and memorizing. Students will build automaticity of applying Math and Science skills within the appropriate application even when not prompted to do so. Technology will be intricately woven throughout the disciplines to broaden mathematical and scientific

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase additionl math manipulatives for teacher modeling	Instruction	All	Teachers, Principal Assistant Principal, ILT	Summer 2012			
Math blocks consist of 120 minutes	Instruction	All	Teachers, Principal Assistant Principal, ILT	On-going			
Gen Ed. And Sped Teachers will meet weekly to ensure that diferentiated instruction is evident.	Instruction	Students With Disabilities	Teachers, Principal Assistant Principal, ILT	On-going			
ILT will assess multiplication facts for all k-5 students	Instruction	Other student group	Teachers, Principal Assistant Principal, ILT	Quarter 1			
Math will be supported in all technology classes	Instruction	All	Teachers, Principal Assistant Principal, ILT	On-going			
Weekly grade level meetings with Principal to review lessons, pacing and curriclum	Instruction	All	Teachers, Principal Assistant Principal, ILT	On-going			
Sponsor a Math Night for all grades	After School/ Extended Day	All	Teachers, Principal Assistant Principal, ILT	Quarter 2			
Afterschool Math Enrichment/Remediation	After School/ Extended Day	All	Teachers, Principal Assistant Principal, ILT	On-going			
Community Partners will strengthen math curriculum by teaching banking practices.	Instruction	All	Marquette Bank	Quarter 2			

Strategic Priority 3

Increase teacher PD in math	Instruction	All	Teachers, Principal Assistant Principal, ILT	On-going			

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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