

College Wood Elementary School

School Improvement Plan

School: College Wood Elementary

Student – learning goal	By May of 2014, students at College Wood Elementary will improve their literacy skills as evidenced by: 100% of College Wood teachers receiving a rating of highly effective or effective on their SLOs for the 2013-14 school year. Assessments used could include: DIBELS Next Composite, Rigby READS, ISTEP ELA Pass/Pass+, Guided Reading Level, BAS and/or Sight Words Engage students in close reading						
Strategy 1 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Develop an understanding of what rigorous learning looks like in the classroom	Provide PD on planning for rigorous learning	-CWE Administration -Instructional Specialists -Lead Teachers by November 2013	Rigor Made Easy & Rigor Is Not A Four Letter Word by Barbara Blackburn	Teachers will identify rigorous learning opportunities.	Exit tickets	CWE Administration by November 2013	
Strategy 2 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Build teacher knowledge of close reading as it relates to rigorous learning	Provide PD on planning rigorous close reading	-CWE Administration -Instructional Specialists -Lead Teachers by December 2013	Close Reading in Elementary Schools by Fisher and Frey Lesson plan examples from Achieve the Core website	Teachers will understand how to plan lessons that incorporate rigorous close reading	Exit tickets Planned lesson template	CWE Administration by December 2013	

Strategy 3 (from logic model)	Actions	Person(s) responsible/by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Engage	Provide	-CWE	<u>Text</u>	Teachers will	RISE 1.1, 1.3,	CWE	
teachers in	teacher	Administration	Complexity	understand text	1.4, 2.3, 2.6	Administration	
developing the	training in	- Instructional	Raising Rigor in	complexity		by February	
understanding	how to	Specialists	Reading by			2014	
for rigorous	identify	-Lead Teachers	Fisher, Frey	<u>Practice</u>			
complex text	quality	by February	and Lapp	Outcomes:			
based on	complex text	2014		Teachers will use			
student need	for all levels of		Selected	formative and			
	learners.		articles from	summative			
			The Reading	assessment data			
			Teacher	to match readers			
				to complex text			
			Achieve the				
			Core website				

Strategy 4	Actions	Person(s)	Resource/	Expected	Monitoring	Person(s)	Outcome
(from logic		responsible/by	Budget	outcomes (from	tools (from	responsible/by	results
model)		when		logic model)	logic model)	when	
Refine practice	Teachers will	Teachers	<u>Learning</u>	Teachers will	RISE 1.1, 1.3,	CWE	
of purposeful	plan, practice		Targets;	develop and	2.1, 2.3, 2.6,	Administration	
planning with	and refine the		<u>Helping</u>	refine	3.3	by May 2014	
learning target	use of lesson	Administration	Students Aim	differentiated			
development	plans to	/CCS Literacy	<u>for</u>	lessons, with clear	Planned		
for an outcome	engage	Specialists	<u>Understanding</u>	learning targets,	lessons		
of rigorous	students in		in Todays	focused on	template		
learning.	rigorous		<u>Lesson</u>	rigorous learning			
	learning		By Susan				
	_		Brookhart	<u>Practice</u>			
	Administration			Outcomes:			
	and literacy			Teachers will			
	specialists will			engage students in			
	provide			rigorous learning			
	descriptive						
	feedback for			<u>Student</u>			
	the			Outcomes:			
	refinement of			Students will			
	rigorous			engage in rigorous			
	learning			learning			