Stephen F Gale Elementary Community Academy

Ravenswood-Ridge Elementary Network

1631 W Jonquil Ter Chicago, IL 60626

ISBE ID: 150162990252212

School ID: 609933

Oracle ID: 31081

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Gale Math and Science Academy seeks to create a rigorous learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We strive to engage diverse learners through Math, Science, Language Arts and Technology driven by the Common Core State Standards. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with their peers and staff members. We aim to have our parents, teachers and community members actively involved in our students' learning experiences. We are preparing our students for college readiness and careers to excel in a global society.
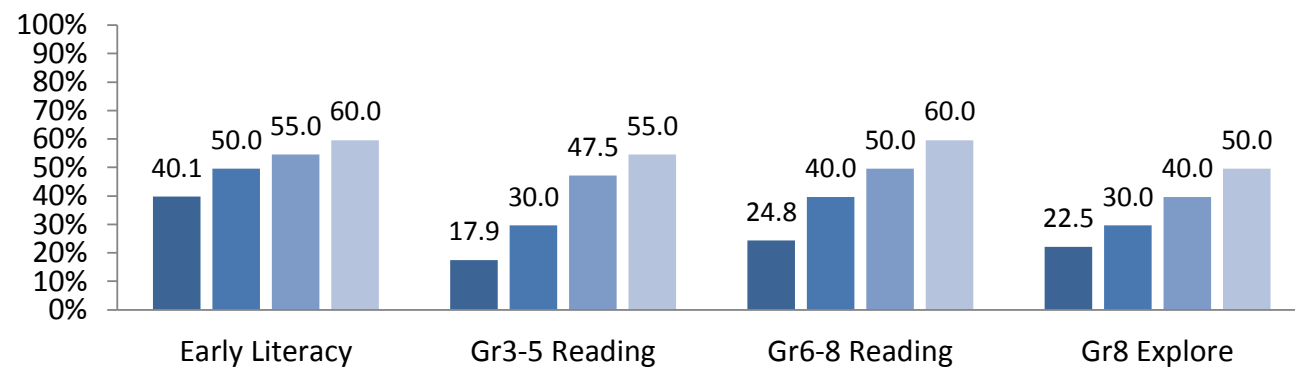
Strategic Priorities

1. Literacy that promotes Common Core State Standards with an emphasis on ELL/ SPED/ and other students with special needs.

2. Math and Science content that promotes word knowledge and conceptual learning.

3. School Climate and Social/Emotional Learning to increase student achievement and improve an environment conducive to learning.

4. Technology use in the classroom to increase achievement and to prepare students for college and career readiness.

5. Professional Development for greater and efficient learning models.
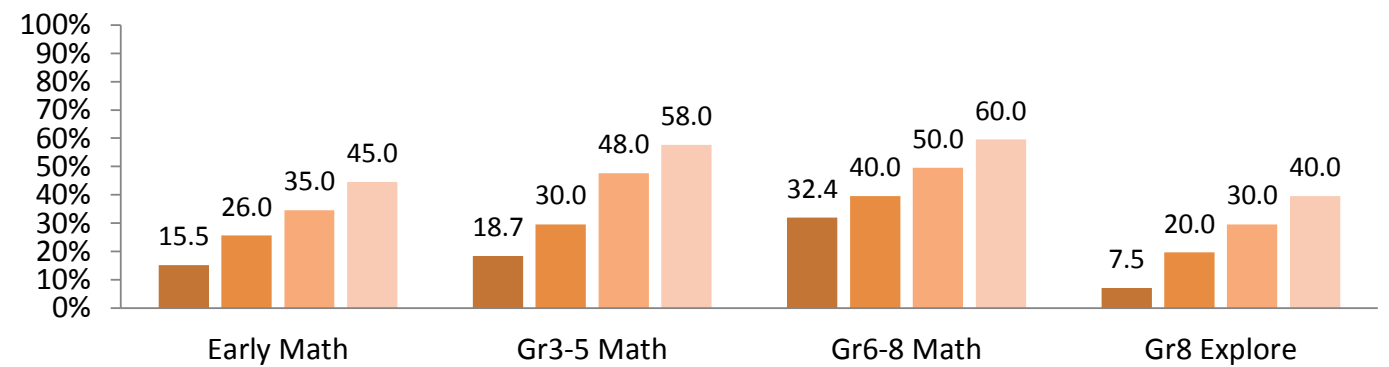
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	40.1	17.9	24.8	22.5
SY2012	50.0	30.0	40.0	30.0
SY2013	55.0	47.5	50.0	40.0
SY2014	60.0	55.0	60.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	15.5	18.7	32.4	7.5
SY2012	26.0	30.0	40.0	20.0
SY2013	35.0	48.0	50.0	30.0
SY2014	45.0	58.0	60.0	40.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Stephen F Gale Elementary Community Academy

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
Cassandra Washington	Principal
Vianna Nolen-Peters	Assistant Principal
Roberta Kaiser	Classroom Teacher
Angela Charlow	Lead/ Resource Teacher
Paul Rosales	ELL Teacher
Nicole Worthy-Temple	Special Education Faculty
Jason Roberts	Classroom Teacher
Lanetta Wilson	Classroom Teacher
Danielle Washington	Classroom Teacher
Josh Hartwell	LSC Member
Bernita Berry	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Stephen F Gale Elementary Community Academy

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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	40.1	50.0	55.0	60.0	**Early Math** % of students at Benchmark on mClass	15.5	26.0	35.0	45.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.9	30.0	47.5	55.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	18.7	30.0	48.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.3	60.0	70.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	39.3	50.0	60.0	68.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.8	40.0	50.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.4	40.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.9	60.0	70.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.2	60.0	70.0	77.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	22.5	30.0	40.0	50.0	**Explore - Math** % of students at college readiness benchmark	7.5	20.0	30.0	40.0

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	92.1	93.5	94.5	96.0	**Misconducts** Rate of Misconducts (any) per 100	34.8	15.0	12.0	10.0

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	58.1	63.0	69.0	75.0	**ISAT - Reading** % of students exceeding state standards	6.9	10.0	13.0	16.0
ISAT - Mathematics % of students meeting or exceeding state standards	62.9	68.0	73.0	78.0	**ISAT - Mathematics** % of students exceeding state standards	7.6	12.0	16.0	20.0
ISAT - Science % of students meeting or exceeding state standards	51.4	57.0	62.0	67.0	**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
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Based on the results of instructional rounds, we developed a problem of practice that focuses on the quality of questioning and quality of tasks. ISAT and Scantron results reflected that our students were not making the incremental growth that is needed to narrow the achievement gap. The theory of action was developed and implemented to create a shift in the way teachers are planning and creating lessons, asking better questions and collaborating. Teachers participate and led professional development. The staff read two professional books, Beyond Retelling and Asking Better Questions and discussed their reflections At grade level meetings, teams discussed and planned higher levels of questioning. Teams also analyzed student work to improve on the quality of tasks. We will continue to focus on the level of questioning; and implement Reading Workshop and project based learning.	
	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.	A professional development plan was created and followed throughout the school year. Teacher surveys indicated that PD for the 2011-2012 school year was good and the focus on quality task and questioning was well received. However, our system for teacher collaboration time needs improvement. The Principal reviews the PD evaluations and granted time for vertical planning per the staff request. The principal provides the teachers with a clear vision for instructional best practice procedures by attending weekly grade-level meetings and setting goals and objectives to create classrooms where students and teachers are evaluating and reflecting on learning. The quality of grade-level meetings improved a great deal during this year. Utilizing the "Problem of Practice" improved instruction for many of our teachers. As per surveys, teachers began to lead 80% of the PD and grade level meetings as their professional responsibility. Teachers attended curricular workshops in Everyday Math, Erikson Early Literacy, Common Core State Standards, Loyola Jump Start, Burley Institute and Inquiry Based Learning. Staff members participate in after school activities and events that include family and community members, i.e. Open House,Family Literacy and Reading Education Night (FLARE), Math & Science Night, Spring Carnival, field trips and assemblies. Families are informed of the academic	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	**3**
• 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	Each grade level team is responsible for attending weekly meetings with the principal and collaborative sessions. They are responsible for using data to implement all areas of the school curriculum. Teachers are expected to teach core curriculum areas involving high order thinking skills and provide students challenging project based activities as well as insure that each student has basic curriculum knowledge for their grade level. Teachers attend professional development activities and participate in community activities to strengthen the home school connection. Teachers participated in committees which included: literacy, math/science, RTI, Special Needs and Parent/Community. During grade level meetings, teachers participated in mini-rounds, analyzed students' work, and data analysis. All teachers and staff are encouraged to participate and accept professional responsibilities in the success of the school as well as collaborate among their peers.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT represents most grade levels , special education, bilingual, enrichment, and counseling. The team meets bi-weekly to analyze and discuss data from standardized testing, improve instruction and learning, and school operations. The team researched and developed a longer school day plan. ILT shared their discussions and decisions with the entire staff. The Ravenswood/Ridge Network provides constant guidance in best practices to Gale Staff. As a result, the system of mini-rounds was established in order to reflect upon the theory of action and necessary improvements. Items discussed in the ILT meetings are also discussed at grade level meetings, full faculty and staff meetings. During the 2012-2013 school year the ILT will focus on regular reflection and evaluation of the school's theory of action and make adjustments accordingly.	
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.	Analysis of Scantron, DIBELS, mClass Math and ISAT data is ongoing in grade level team meetings, ILT meetings, by the administrators and individual teachers. In the kdg-2nd grade, teachers analyze data and proceed to progress monitor to assess students' needs and to decide additional interventions. Students in grades 3rd-8th are assessed in Scantron for Fall, Winter and Spring. Based on the results of standardized testing, teachers identify students in need of additional interventions and support. We are need of a more systematic approach to analyze the data and monitoring the progress of students in between the standardized assessments.	

School Effectiveness Framework

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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.	Teachers were allowed time for vertical planning, but need additional professional development on creating units, inquiry-based lessons and project based learning. Teachers began to use Everyday Math and Connected Math with more fidelity. Some teachers participated in CPS sponsored PD for Everyday Math. A professional learning community was established to improve instructional practices using the Math curriculum. mClass Math results increased from 6% (Fall) at benchmark to 23% (Winter) at benchmark. Scantron math results increased from 57% Meets to Exceeds (Fall) to 72% Meets/Exceeds (Winter) and (Spring) 86% Meets/Exceeds. Instruction in reading and writing is not consistent. We will implement Reading Workshop as a school wide initiative in 2012-13. Overall the rigor of instruction is in great need of improvement across all grade levels. Long term planning does not exist and must become a priority to ensure that the quality of tasks improve.	
	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).	Everyday Math is used in grades kdg-5; however supplemental materials and manipulatives were not used with fidelity. Instructional practices must increase the levels of differentiation to meet the learning styles of all students. Teachers in the middle grades use Connected Math and use the materials with more fidelity than their peers in the early grades. In reading, Harcourt Storytown is used in grades kdg-4. In grades 5th-8th use novels and non-fiction for reading instructional. An area of improvement is, grade level teams plan and align the instructional materials with the Common Core State Standards. Students' progress on standardized assessments are improving in the upper grades.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment		-->	**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide data is available to all teams. Teams analyze the data during grade level meetings, professional development and staff meetings. All district assessments are administered: Scantron, DIBELS, mClass Math,ISAT, ACCESS, and IAA. Accomodations are made for SPED and Bilingual/ELL students as specified by the district. Grade level teams are learning the process of analyzing student work during weekly meetings. Grades 3-8 were coached on instructing Extended Response by the network ISL to improve student results in math. Teacher surveys and discussions, resulted in the need for more screenings and diagnostics to consistency in progress monitoring. In the 2012-13 school year, we will implement STAR Reading Assessments as a strategy to monitor student progress and to assess incoming students, so that we can address the individual learning needs of specific students. We also plan to implement language labs for ELL students to improve their language acquisition and transition into the general education program.	

Date Stamp November 22, 2012

School Effectiveness Framework

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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.	Through teacher observations, reviewing of lesson plans and instructional rounds, the level of questioning and quality of tasks was mostly limited to the knowledge level. Rigorous instruction was lacking across all grade levels. Instruction was mostly delivered whole group with the teacher doing most of the talking. Worksheets werpredominant across the core subject areas. Most teachers were not accustomed to taking risks outside of the textbooks. Most teachers did not have the professional development needed to increase the level of teaching and learning. Based on these findings, a professional development plan was implemented focusing on the level of questions (Bloom's Taxonomy) and the quality of tasks. From the knowledge gained, teachers began to plan, design and implement higher levels of questions in their lessons. In grade level meetings, teachers led professional discussions on how to improve their instructional practices. Teams participated in mini rounds to observe the level of questions and responses in the classrooms of their peers.	

School Effectiveness Framework

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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.	The RTI team meets bi-weekly to assist teachers in the RTI process. The team consists of representatives from primary, intermediate, middle school, and SPED. The needs of the students are analyzed with the input of the teacher and the RTI Team. To better meet students' needs, we must improve in the following areas: -We must develop a systematic approach to administering diagnostic assessessment to identify their skill levels. -Differentiation instruction to meet the needs of all students including students with disabilities. -Small group instructions, learning centers, push in and pull out. -One on one supports for our high risk students. -Increased collaboration between general ed and special ed teachers on how to meet the needs of the students and to develop and implement instructional strategies that will help all students increase their learning opportunities.	
Whole staff professional development	-->		**3**
• 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.	The 2011-2012 professional development plan was aligned to the theory of action. It reflected quality of questioning, data analysis and opportunities for vertical planning. Teachers wanted added professional responsibilities and desired to lead professional development and workshops. During grade level meetings and PD, teachers led presentations and discussions. Teachers attended curricular workshops in Everyday Math, Erikson Early Literacy, Common Core State Standards, Loyola Jump Start, Burley Institute and Inquiry Based Learning. Staff members also attend and participate in after school activities and events that include family and community members, i.e. Open House, Family Literacy and Reading Education Night (FLARE), Math & Science Night, Spring Carnival, field trips and assemblies.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet in grade level meetings twice per week. Teams meet one morning per week where he team leader facilitates and each Wednesday the principal facilitates. Topics are planned ahead of time. Special education and bilingual teachers participate in the meetings with general education teachers. Teachers present, plan and discuss student achievement and data analysis. The agenda and notes from each meeting are shared to the principal. Having two grade level meetings per week increased the opportunities to share and collaborate. Teams are beginning to collaborate with more ease and knowledge of the expectations. Teams are beginning to plan lessons together and per the theory of action, planning higher levels of questions. However, more time for vertical planning is needed.	
	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.	Peer observation and cross-classroom visitation is in the developing stage. Teachers are beginning to share instructional strategies and lesson plan with their peers. One role of the grade level team leader is to support new teachers. We do not possess a school-wide coaching plan and are in need of PD for effective coaching strategies. During and after observations, teacher and administrators reflect and discuss how individual teacher can improve upon best practices. Some observations were video taped. Later during the post observation the video was reviewed and discussed by the teacher and administrator.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**3**
	• 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	During grade level meetings, teachers discuss and show evidence of lesson plans and questioning practices designed to use higher level Bloom's Taxonomy. Students in grades 6-8 participate in AVID where they must research potential high schools, colleges, universitiies or technical trade schools. Student take Cornell Notes, participate in mock interviews, give oral presentations and complete inter-curricular projects. Students in grades 3-8 are elected to the Student Council. During their tenure, representatives plan school-wide activities i.e. talent shows, spring carnival, fundraising. They attend LSC meetings and forums. Representatives also meet bi-weekly to discuss school and student issues. Using the Common Core State Standards will prepare our students for career and college activities. Focusing more on project based and inquiry based learning will	
	Relationships	--->		**3**
	• 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.	Staff members model good supportive interactions with all students. Staff participates in town hall meetings, and bullying prevention programs. The Elements of Life Mentoring Program meets and aims to support male students in grades 5-8. Staff members make home visits to address attendance, behavior and personal issues of the students. The number of parent volunteers has increased. They work with staff in the classrooms; thus increasing the home/school connection. All childen are regularly participating in school performances and functions. Our student population is very diverse and include families from various ethnic groups. Parents and community members participate in and grow vegetables in the community garden and assist in taking care of the GMSA greenhouse. Volunteers also participate in the Safety Patrol and safe passage of our students. Based on the My Voice, My School survey, Gale students expressed concern about bullying in their community and school. We implemented school-wide, the Olweus Bullying Prevention Program. We offer an array of social services to meet the needs of the behavior, social and emotional issues of our students.	
	Behavior& Safety	--->		**3**

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
• 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.	Gale School established school-wide discipline procedures for both buildings to follow. Positive behavior intervention strategies are used to create a climate of respect and trust. A schoolwide store supporting the "GMSA Caught Being Good Strategy" is available for students who earn Eagle Dollars. Teachers are required to develop an effective classroom management plan based on a proactive and positive approach to structure the classroom for success. We will offer CHAMPS training to all of our teachers during the 2012-2013 school year. Teachers are supported with discipline issues by utilizing a corrective action intervention process. The school staff and social services partners meet to provide support services to the student and family when behavior issues occur. The Youth-	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• 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.	Parent Orientation is provided to the during the beginning in September. Parents receive information about the school performance. Parents are encouraged to volunteer at the school and support the teachers in the classrooms and attending parent trainings and educational workshops. A GMSA Parent Handbook is distributed to the parents. It outlines the policy and procedures for GMSA. Ongoing parent and student surveys are provided throughout the year (My Voice My School, Anti-bullying survey, Parenting needs, etc). CPS provides a Parent Portal for parents to review their child's progress and grades online. Administrators facilitate Parent Academy meetings quarterly to inform the parents about the operation of the school. We invite parents attend meetings on school performance and report card and the CIWP. Community forum meetings are held at the school to address issues and improvement plans to diminish the level of crime in the community . Classroom parent meetings are conducted by the teachers to review the curriculum, goals and	
	Ongoing communication	-->		**3**
	• 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.	Communication is on-going to parents to inform them about special events, partnerships, special services and CPS correspondence. Parents and community members receive flyers, letters, school handbooks and newsletters throughout the school year. Minutes and/or agendas are available to reflect activities and meetings. Parents, volunteers, staff and community agencies work together to recruit eligible students for Gale School. They canvass the community four times during the school to recruit students. Banners are posted on the school buildings during the year to encourage parents to enroll their students. The Gale School Marque is updated to inform the parents about LSC meetings, parent meetings, enrollment and school events.	
	Bonding	-->		**4**

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• 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.	Building doors are locked daily at 9:15 AM to secure the safety of students, staff and visitors. The administrators and the security guards have an excellent working relationship with the Police Department and community CAP Program. Parents/visitors are greeted by the security guard and instructed to sign-in at the security desk. Upon signing in parents/visitors go to the main office for further assistance. To promote family involvement and encourage participation in engaging activities at the school. A Community School Coordinator (CSC) is available to provide the parents with information regarding school events and educational workshops and trainings. Literacy, Math and Science events are planned after-school for family involvement. The CSC is responsible for implementing engaging activities to motivate families and the community-at-large to become actively involved at Gale School. Posters and signs are available throughout both buildings welcoming parents and visitors. The mission statement is posted in both buildings. Student Council members develop activities and/or special events (Spring Carnival	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• 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.	Gale School provides services to the students beyond the regular school day on a daily basis. Youth-Guidance Social Worker is availble to support students with crisis services until 4:00 PM. Outreach and support services are provided to students and families beyond the typical shool hours as needed. Families receive information regarding additional support services offered to Gale families from social services agencies that have a collaborative partnership with Gale. Family counseling, group counseling, individual counseling/therapy, and emergency	
N 6: College and Career Readiness Supports	**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.	GMSA students in grades 6-8 participate in AVID. In this program students must complete reseach on high schools and universities. In 2012-13 we will continue AVID in 6th-8th grades. We will hold a school-wide college and career fair.	
	Academic Planning	-->		**2**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	GMSA students in grades 6-8 participate in AVID. In this program students must complete reseach on high schools and universities. Eighth grade students take an algebra course. All students are encouraged to apply to selective enrollment high schools.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	Extracurricular opportunities in fine arts and academics exist for all students. All enrichment classes are open to all who would like to attend. Classes and clubs include: art, music, guitar band, chess, science club, Saturday University, Saturday ISAT tutoring, and homework help.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	--->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Eighth grade students participate in EXPLORE Exam.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Does Not Apply	
	Transitions	--->		3
	• 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.	Students and parents are provided information and feedback regarding the academic progress of the students. Progress reports, report card, and teacher created reports are given to parents. Conferences and meetings are schedule between teachers and parents. The CPS Promotion Policy is distributed bi-annually. Remediation plans are created for students who are at risk. Parents are contacted via telephone, letters and conferences regarding attendance, behavior and social/emotional issues. Administrators and staff meet with parents of at-risk students in danger of not meeting the requirements to transition to the next grade.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
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 allocated to address the needs of the students and school. State and federal funds secure teaching, ESP personnel, social services, equipment and instructional materials in order to serve our students. During the 2011-12 school year, we were fortunate to secure donations from Wells Fargo Bank in the form of free coats, scarves and gloves for all students to a total of $25,000. The Coat Angels donated coats to needy children. kCura corporation donated school supplies to all students, donated a $10,000 check and over $100,000 in technological equipment including desktop and laptop computers, smart boards, LCD projectors, ELMO readers, science lab tables and chairs. Also, security cameras totally approximately $ 50,000 were installed around the perimeter of the main and annex building. Community agencies and churches provide after school tutoring programs to our students. These agencies also provide social services including counseling, medical and	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The principal, assistant principal are responsible for hiring teachers and filling staff vacancies. Hiring is conducted based on student need and staff capacity. A pool of potential staff members are completed through Roosevelt University, Depaul University, Northeastern University, Northwestern University and Loyola University students who complete internships and clinical observation at Gale School. We utilize the CPS Human Resources Department to seek additional potential teaching candidates. In the event a vacancy occurs a four step interview process takes place. It includes a protocol of questioning, a required writing assessment, portfolio review and a reference check from prior teaching positions held. Potential candidates are encouraged to volunteer their time to demonstrate lessons in the classroom which reflects best practices in teaching and learning. However, this is not a mandatory requirement of the interviewing process.	
	Use of Time	-->		**3**

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The current schedule allows for five teacher preparation periods with one designated for grade level meetings. Teachers collaborate once per week before school. A morning reading block is included in the schedule to ensure all students in grades kindergarten through fifth grade are receiving 90 minutes of literacy instruction. Enrichment teachers are assigned to classrooms to provide additional support during the literacy insruction. Struggling students in grades kindergarten through third grade receive pull-out tutoring and intervention by tutors, a reassigned teacher, and the assistant principal. An area of improvement is providing struggling students with a dedicated	

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

Gale Math and Science Academy seeks to create a rigorous learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We strive to engage diverse learners through Math, Science, Language Arts and Technology driven by the Common Core State Standards. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with their peers and staff members. We aim to have our parents, teachers and community members actively involved in our students' learning experiences. We are preparing our students for college readiness and careers to excel in a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy that promotes Common Core State Standards with an emphasis on ELL/ SPED/ and other students with special needs.	We scored our school a "2" in Dimension 2 (Core Instruction). By improving instructional strategies, planning and the quality of questioning and tasks we will ensure all students are able to grow academically in literacy.
2	Math and Science content that promotes word knowledge and conceptual learning.	We scored our school a "2" in Dimension 2 (Core Instruction). By improving instructional strategies, planning and the more rigorous instruction we will ensure all students are able to grow academically in Math and Science.
3	School Climate and Social/Emotional Learning to increase student achievement and improve an environment conducive to learning.	In 2011 the rate of misconducts was 34 per 100 students. In response to the statistics we need to improve our classroom management and continue to provide social services to address the needs of our students.
4	Technology use in the classroom to increase achievement and to prepare students for college and career readiness.	To prepare our students for career and college readiness, we must increase the use of technology during teaching and learning.
5	Professional Development for greater and efficient learning models.	Dimension 2 (Core Instruction) shows that we are need of professional development to improve instruction and knowledge of best practices. We must increase collaboration and learning opportunities for teachers to increase the rigor of our curriculum.

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
Literacy that promotes Common Core State Standards with an emphasis on ELL/ SPED/ and other students with special needs.	We scored our school a "2" in Dimension 2 (Core Instruction). By improving instructional strategies, planning and the quality of questioning and tasks we will ensure all students are able to grow academically in literacy.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Snap shot assessments to increase student achievement on assessments by 35%.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Analyze ELL/Bilingual Access Scores (3rd Yr students).	ILT/ Teacher Teams	English Language Learners	Bilingual Lead Teacher	Quarter 1	On-going		
Analyze and review SPED students' IEP benchmarks.	ILT/ Teacher Teams	Students With Disabilities	Case Manager, Teacher Teams	On-going	On-going		
Implement Reading Workshop and Project Based Learning across all grade levels.	Instruction	All	Principal, Assistant Principal, Teacher Teams	Summer 2012	On-going		
Create English Language Labs for ELL/Bilingual students.	Instruction	English Language Learners	Bilingual Lead Teacher, Technology Coordinator	Summer 2012	On-going		
Implement parent literacy classes to create greater understanding of the home/school connection.	Parental Involvement	All	Parent Coordinator	Quarter 1	On-going		
Reduce class sizes in grades 1-3 to enhance student learning and achievement.	Staffing	All	Principal	Summer 2012	Summer 2012		
Improve classroom libraries to supplement student reading and learning opportunities.	Instructional Materials	All	Principal, Assistant Principal, Teacher Teams	Summer 2012	On-going		
Implement STAR Assessments and Accelerated Reading to track student reading levels and monitor students progress.	Instruction	All	Principal, Assistant Principal, Teacher Teams, Technology Coordinator	Quarter 1	On-going		

Strategic Priority 1

To the fullest extent possible all SPED students will be integrated with their general ed peers.	Instruction	Students With Disabilities	Case Manager, Teacher Teams	On-going	On-going		
Monitor and make necessary changes to effectively implement a robust RTI program.	Instruction	Students With Disabilities	Case Manager, Teacher Teams, RTI Team	On-going	On-going		
Increase external learning opportunities via field trip to museum, landmarks, etc.	After School/ Extended Day	All	Principal	Quarter 1	On-going		
Hire a teaching assistant to provide additional support to students within the classrooms and transitions between instructional time and recess.	Staffing	All	Principal	Summer 2012	Summer 2012		
Continue implementation of AVID in grades 6-8	Instruction	Other student group	AVID Coordinator, Principal	On-going	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
Math and Science content that promotes word knowledge and conceptual learning.	We scored our school a "2" in Dimension 2 (Core Instruction). By improving instructional strategies, planning and the more rigorous instruction we will ensure all students are able to grow academically in Math and Science.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teach Everyday Math and Connected Math with fidelity.	Instruction	All	Teacher Teams	On-going	On-going		
Increase use of manipulatives, mathematical word knowledge and concepts in grades kdg-5.	Instruction	All	Teacher Teams	On-going	On-going		
Schedule and implement Science blocks in grades kdg-3 to increase overal Science scores for grades 4-7.	Instruction	All	Teacher Teams	Quarter 1	On-going		
Develop and establish bi-weekly Science experiments in grades kdg-4 and increase the use of the Primary Science Lab.	Instruction	All	Teacher Teams	Quarter 1	On-going		
Incorporate the Gale Greenhouse and community gardens into the curriculum for grades 3-8.	Instruction	All	Teacher Teams	Quarter 1	On-going		
Purchase and update FOSS kits and science equimpment in Primary and Middle School Science Labs.	Instructional Materials	All	Principal, Business Manager	Summer 2012	Summer 2012		
Offer parent Math classes to increase greater understanding of learning and the home school connection.	Parental Involvement	All	Parent Coordinator	Quarter 1	On-going		
Implement project based and inquiry based learning across all grade levels.	Instruction	All	Teacher Teams	Quarter 1	On-going		
Increase external learning opportunities via field trips to museums, landmarks, etc.	After School/ Extended Day	All	Principal, Business Manager	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
School Climate and Social/Emotional Learning to increase student achievement and improve an environment conducive to learning.	In 2011 the rate of misconducts was 34 per 100 students. In response to the statistics we need to improve our classroom management and continue to provide social services to address the needs of our students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Adopt CHAMPS school-wide to improve the school climate that is conducive to teaching and learning.	ILT/ Teacher Teams	All	Principal, Teacher Teams	Summer 2012	On-going		
Continue the Olweus Bullying Prevention Program to promote a safe learning environment.	ILT/ Teacher Teams	All	Social Worker, Teacher Teams	On-going	On-going		
Continue partnership with Youth/Guidance to decrease social/emotional issues that impact student learning and achievment.	Other	All	Social Worker, Principal, Assistant Principal	On-going	On-going		
Identify at-risk students with social/emotional concerns and assign roster to social worker and case manager.	Other	All	Social Worker, Teacher Teams, Case Manager	On-going	On-going		
Continue partnership with community and social agencies to support the socio-economic issues of students and families.	Parental Involvement	All	Principal, Teacher Teams, Case Manager, Social Worker	On-going	On-going		
Enhance programming, activities and organization of the GMSA Parent Room to encourage parent participation and volunteerism.	Parental Involvement	All	Parent Coordinator	Summer 2012	On-going		
Purchase student furniture for classrooms to promote a student centered, welcoming and safe environment with an emphasis on the creation of classroom libraries and print rich walls.	Supplies	All	Business Manager	Summer 2012	On-going		
Improve efforts to promote health and nutrition in an effort to seek "gold" status in the Healthy Schools Go for the Gold Program.	Instruction	All	Principal, Teacher Team, Social Worker	Quarter 1	On-going		

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
Technology use in the classroom to increase achievement and to prepare students for college and career readiness.	To prepare our students for career and college readiness, we must increase the use of technology during teaching and learning.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement language labs to enhance instruction for Bilingual/ELL students.	Instruction	English Language Learners	Bilingual Lead Teacher, Technology Coordinator	Quarter 1	On-going		
Purchase and increase use of technological equipment during instruction i.e. laptops for teachers, document readers, smartboards, LCD projectors.	Supplies	All	Principal, Business Manager	Summer 2012	Quarter 1		
Increase virtual learning opportunities for students throughout the school building.	Instruction	All	Principal, Teacher Teams	Quarter 1	On-going		
Increase use of technology to prepare students for career and college readiness.	Instruction	All	Teacher Teams, Technology Coordinator	Quarter 1	On-going		
Continue parent learning opportunities i.e. computer classes, career preparation, etc.	Other	All	Parent Coordinator	On-going	On-going		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Professional Development for greater and efficient learning models.	Dimension 2 (Core Instruction) shows that we are need of professional development to improve instruction and knowledge of best practices. We must increase collaboration and learning opportunities for teachers to increase the rigor of our curriculum.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement professional development for Readers Workshop for all teachers in grades kdg-8th.	Professional Development	All	Principal, Assistant Principal, Teacher Teams	Summer 2012	On-going		
Continue professional development on Levels of Questioning and Bloom's Taxonomy.	Professional Development	All	Principal, Assistant Principal, Teacher Teams	On-going	On-going		
Increase vertical planning opportunities among teachers to unpack the Common Core State Standards and lesson planning.	ILT/ Teacher Teams	All	Principal, Assistant Principal, Teacher Teams	On-going	On-going		
Implement professional development for project based and inquiry based learning across the curriculum.	Professional Development	All	Principal, Assistant Principal, Teacher Teams	Summer 2012	On-going		
Continue Erikson Early Math Project in Pre-k through 3rd grade.	Professional Development	All	Teacher Teams	On-going	On-going		
Implement professonal development for CHAMPS to improve classroom management strategies.	Professional Development	All	Teacher Teams	Summer 2012	On-going		
Continue and increase teacher lead professional develop in use of technology in the classroom to promote greater efficiency in use of technologies that enhance student learning.	Professional Development	All	Teacher Teams	On-going	On-going		
Continue grade level team, instructional leadership and committee meetings to provide collaboration opportunities and promote more professional discourse.	ILT/ Teacher Teams	All	Teacher Teams	On-going	On-going		

Strategic Priority 5