CIWP

2012-2014 Continuous Improvement Work Plan

Matthew Gallistel Elementary Language Academy

Lake Calumet Elementary Network

10347 S Ewing Ave Chicago, IL 60617

ISBE ID: 150162990252213

School ID: 609935

Oracle ID: 29091

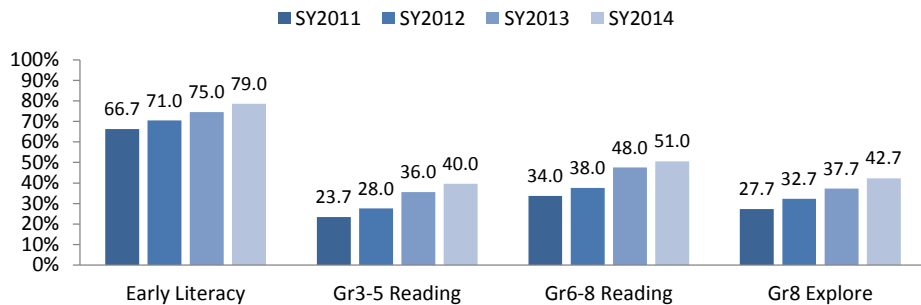CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission at Gallistel Language Academy is to provide a rigorous, data-driven academic program that is student-centered and promotes a positive learning climate for students and teachers. Gallistel will strive for an optimal learning climate for everyone. We will challenge and motivate students to achieve global literacy, encompassing technological proficiency and World Language development, meet the needs of all students, from students in Gifted Programs to students with special needs; provide students and community with academic and personal success and enable students to be college and career ready as they face a changing world.
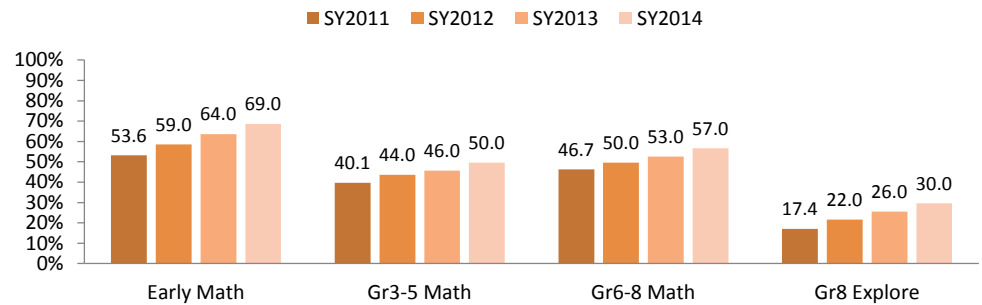
Strategic Priorities

1. Literacy: Improve utilization of Questioning and Writing Workshop strategies in all content areas to increase students' non-fiction Reading Comprehension skills.

2. Instructional Leadership: Improve two-way communication, increasing engagement of all school partners, causing decision-making to be transparent.

3. Core Instruction: Further develop Scope and Sequence, Common Assessments, across all content areas and grade levels to align with the Common Core State Standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	66.7	71.0	75.0	79.0
Gr3-5 Reading	23.7	28.0	36.0	40.0
Gr6-8 Reading	34.0	38.0	48.0	51.0
Gr8 Explore	27.7	32.7	37.7	42.7

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	53.6	59.0	64.0	69.0
Gr3-5 Math	40.1	44.0	46.0	50.0
Gr6-8 Math	46.7	50.0	53.0	57.0
Gr8 Explore	17.4	22.0	26.0	30.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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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:	Matthew Gallistel Elementary Language 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
Anne Gulley	LSC Member
Joanne Barry	Lead/ Resource Teacher
Meg Burns	Classroom Teacher
Elizabeth Newman	Counselor/Case Manager
Lorie Soso	Lead/ Resource Teacher
Josie Mounts	Assistant Principal
Desiree Roffers	Lead/ Resource Teacher
Peggy Kerrigan	Classroom Teacher
Kara Boulahanis	Special Education Faculty
Kimberly Nelson	Assistant Principal
Betsy Ruiz	Assistant Principal
Patrick Mac Mahon	Principal

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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	66.7	71.0	75.0	79.0		**Early Math** % of students at Benchmark on mClass	53.6	59.0	64.0	69.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.7	28.0	36.0	40.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.1	44.0	46.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.7	53.0	56.0	58.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.2	65.0	68.0	71.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.0	38.0	48.0	51.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	46.7	50.0	53.0	57.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.6	61.0	63.0	65.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.8	65.0	68.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	27.7	32.7	37.7	42.7		**Explore - Math** % of students at college readiness benchmark	17.4	22.0	26.0	30.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.2	95.4	95.6		**Misconducts** Rate of Misconducts (any) per 100	5.9	5.7	5.5	5.3

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	69.6	74.0	80.0	85.0		**ISAT - Reading** % of students exceeding state standards	12.9	18.0	24.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	79.2	85.0	91.0	94.5		**ISAT - Mathematics** % of students exceeding state standards	17.8	25.5	31.0	37.0
ISAT - Science % of students meeting or exceeding state standards	65.1	72.0	77.0	83.0		**ISAT - Science** % of students exceeding state standards	12.8	18.0	24.0	30.0

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.	There is inconsistency across classrooms and grade levels as far as goal-setting. Not all staff are familiar or engaged. Some teams are at a higher level of goal-setting than other teams. There is a concern about fidelity. Common Core is helping teachers develop long term scope and sequence. Plans lack consistency in showing elements of differentiation. Only some grade levels have been effectively aligning curriculum to CCSS. There is a need to improve collaboration within some grade level teams.	
	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.	Because of the large amount of staff members, principal does not meet with each individual staff member. The administrative team works at three different campuses. Administrative team has adjusted PD based on the request of teachers. We empower families through parent committees (PTA, BAC, PAC, Parent Patrol, Community Schools, HOC). Communications are in Spanish and English.	

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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	Approximately 2/3 of the staff serves on a committee or have a significant contribution. There needs to be more consistency in teachers sharing knowledge gained at PDs with colleagues. Each teacher appears invested with their classroom and their grade level team, but not necessarily with the whole school vision. There is a need/plan for required sharing of any Professional Development to be brought back to the staff so that it is not isolated to just a few teachers.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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 Curricular Alignment Committee and ILT work together to provide appropriate PD. The data that is reviewed by the ILT is driving the decisions for PD. Self-reflection on the part of the ILT has improved but still needs to be improved further. Norms are not reviewed on a regular basis. However, ILT does take program analysis seriously. One example of this is a year-long analysis of our Gifted Program . Additionally, as an Early Adopter Common Core School, ILT and staff have been working diligently on providing appropriate PD to build capacity for adoption of the CCSS. Need to develop an effective mechanism to encourage staff-wide engagement in priorities of the ILT and school.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data Analysis agendas are done at each grade level on a routine basis. Teachers are looking at their data independently and in their geams. Follow-up for implementation of recommendations can improve. ILT does provide feedback on Data Analysis agendas. May need a better monitoring mechanism.	

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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.	Long-term Scope and Sequence is not evident in some areas. Long-term and short-term plans lack consistency with differentiation. Common Core adoption is moving teams toward backward-planning and development of long term plans, but more work is still needed. School has been focused on non-fiction comprehension and vocabulary development over a few years due to work of Curricular Alignment Committee. Supports for ELLs and Special Needs students are often evident, but need to be more consistently implemented to meet the needs of these learners.	
	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).	Instructional Materials vary within the grade level. Some teachers focus on only the text (basal). Frequently, material orders depend on active teacher requests. (Some teachers will not make the requests) Some teachers continue to use resources that are out-dated. Most materials will need to be aligned with the Common Core.	

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.	Many grade levels lack common assessments. More assessments should require Higher Order Thinking Skills. Adoption of the Common Core and their rubrics will help us develop more effective assessments. Data is readily available and accessible. Team meetings do spend some time reviewing data. The Common Core rubrics will help us develop more effective assessments for use within the classroom. Some teachers only rely on standardized assessment and have to broaden the scope of the tools that they use. Accomodations are usually in place for ELLS and Special Needs students.	

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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.	There is a variance of communication between teacher and students as to what is expected of students. Some classes are primarily driven by the pacing suggested in instructional materials. Formative assessment is not consistent. Sometimes objectives are not written on the board for students. The level of rigor is not the same from classroom to classroom. HOTS is not utilized by all teachers.	

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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.	PINC (Positive Interventions Necessitating Collaboration) sheets are used, but not effectively. Not all teachers are implementing interventions properly and consistently. More PD is needed on RTI and effective interventions. There is still a need for PD on how to implement Rti witin the Regular Ed Classroom (Tier 1 Students). Need to develop an accountability system for the implementation of Rti. More of a coaching/mentoring model would be appropriate in supporting teachers implementation of Rti. Consideration of an RTI coach would be beneficial.	
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.	PD is focused on year-long needs aligned with school-wide priorities. Recent data is utilized to determine these school-wide priorities. PD is relevant. We need to monitor implementation for consistency sake. Curricular Alignment committee has developed priorities which continue to be emphasized. We need to monitor implementation further; Learning Walks will help with this monitoring. We survey teachers and take feedback to make sure that PD is effective, relevant.	

(Left margin label: Professional Learning)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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.	Grade level teams meet weekly consistently (same time, same day). Long-term unit planning increasing with CCSS. Teams have cross-representation of staff on the teams (Special Ed, Bilingual, Regular Ed, Gifted). Team collaboration has been a weakness at some grade levels. Administrators participate in grade level meetings. Grade level meetings are within the regular school day. Some teams continue to meet outside of the regular school day to discuss their instructional practices. The Data Analysis Agenda does provide a format and roles to be taken during meetings.	
	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.	A specific coaching plan is not in place. New teachers are assigned a mentor. New teachers are encouraged to observe other teachers. Peer observation is in place but it is inconsistent. New teachers vary in their feeling about support. Buckets have been set aside specifically for purpose of peer observation. Peer observation, coaching, etc. initiated generally after administrators view areas of concern- this can happen weeks into the school year. New teacher orientation is held every summer and new teacher is assigned a mentor. They do have opportunity to meet staff members and get familiar with school expectations.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	There is inconsistent messaging about students' abilities to succeed. Elements of student choice are inconsistent within classrooms. However, CCSS units are being developed for purposes of College Readiness. Older student have more of an opportunity for leadership roles. Students in lower and middle grades might have leadership opportunities within the classroom, but limited within school. Elements of student 'choice' are inconsistent within classrooms...however, CC units are being built for purposes of allowing for more student choice, engagement and options.	
	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.	Students with Disabilities are involved and engaged in most classes. All SWD are now incorporated into the regular homerooms. Generally there is mutual respect shared among adults and students… This has increased through the implementation of PBIS. Majority of students have adult advocates. Majority of interactions are respectful and appropriate. Students' culture is recognized and supported. There is a need for more 'buy in' by ALL staff in PBIS.	
	Behavior& Safety	-->		**3**
	• 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.	PBIS is in its second year of implementation and developing more buy in… still looking for complete buy in on part of staff. Students generally feel welcome. We have above 95% attendance rate. Student of the Month and Links to Literacy are awards granted to students monthly at all locations. This includes our students with disabilities.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	Teachers need to communicate more often with parents to make sure that they are familiar with grade level expecations and information related to grading system. All school communications are provided in Spanish and English. All relevant information is also shared out at LSC meetings. Teachers do provide information related to Selective High School enrollment...for transition process. 8th Grade Parent meetings are held monthly to share information about the 8th Grade year and HIgh School planning.	
	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.	Teacher initiation of two-way communication is inconsistent. Lack of mutually available times limits communication. School provides all communications in Spanish and English. School publishes calendars, uses phone out-calling system, initiating new school website in English and Spanish- Site is user friendly. School hosts numerous meetings on topics of interest to parents and how to help their children be successful. There was a recent HOC meeting on "Test	
	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.	We have seen a consistent increase in Parent Groups and participation rates- PAC, PTA, BAC, HOC, Parent Patrol, Community Schools Advisory Board. More groups are using school for meetings like South East Alliance (Anti-Violence Meetings). There are Pre-K Family Nights co-hosted with a community group- have been successful. We have increased number of Drama Performances and other assemblies (Music, Dance, Talent, Cultural). These are well-attended by parents.	

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
Specialized support	-->		**3**
• 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.	Mrs. Padilla and other support staff are consistently visitng homes to connect with families at many hours. Community Schools provides support to our parents through different means…this includes connecting them with support services (finances, housing, health care). Some events are scheduled for weekends and breaks.	
College & Career Exploration and election	-->		**3**
• 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.	College Field Trips have been organized for upper grades. Career Day hosted for middle to upper grade students. Jr. Achievement brought in to increase financial knowledge and interests.School has been inconsistent in early grades in focusing students on college readiness. School has been improving with recent implementation of CCSS.	
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.	Counselor held parent meetings to share information about high schools and college preparation. Counselor meets regularly with students to assist them in selecting appropiate high school programs that will put them on path toward college. Rigor is inconsistent in terms of preparing students for demands of careers and college. Rigor has become a focus only recently due to adoption of CCSS.	
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.	Many programs are running simultaneously for all students and for their families. We have extensive enrichment and extra curricular activities for students. These range from academic-based tutoring programs to sports to Choir, Drama, Chess Club, Girl Scouts, Band	

N 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
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.	The only College and Career Readiness Exam we have is EXPLORE…and that is only recently receiving emphasis due to Board expectations. We just recently planned for World Language students to take the STAMP exam that ties in to Language Proficiency (Spanish and French).	
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.	Only for High Schools.	
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.	Visits are encouraged to high schools, but we do need to help students be better prepared for the curriculum, the expectations at the high school level. We have a Step Up to KG program that helps prepare students with no Pre-K experience for KG. Improvements would include mandatory 'shadow' days for students. Improvements would include field trip to high schools that would extend invitations to our students. We have had HIgh School Fairs. This might occur earlier in the school year.	

DIMENSIO

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	-->		**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.	The budget is aligned to address known teacher and student needs in the classroom. Data is used to determine areas of need. Community Schools Program has fostered the development of partnerships wth organizations (Banks, Knowledge Hook Up, Social Work agencies). Teachers pursue grants. Example of aligning purchases to identified needs was setting large amount of funds aside for classroom library purchases. Data showed us that students needed to develop further in Reading Comprehension. Large number of purchases of technology were made to increase student engagement and to increase access to research tools.	
	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.	Hiring definitely considers how future staff member will compliment our student and staff needs. Intense interview process involving a number of stake holders is expected. LSC members, Case Manager, team members have been invited to participate in interiew process. The school frequently does host and support student interns. We do not have classroom demonstrations usually because our openings are often not confirmed till late in the school year or during the summer. We do move teachers to different grade levels based on student needs and the need to create collaborative teams.	
	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. *Date Stamp November 22, 2012*	There is common prep time for ALL teachers at all grade levels. Block scheduling was created for Jr. High Teachers to allow for more project-based learning. Each team has one dedicated meeting a week for team meetings. (We award one extra prep a week for this purpose). Intervention is done in classrooms and time is set aside outside of the regular day for interventions at all grade levels. In some cases, effectiveness of that time is a concern. As part of our Full School Day Plan, we did incorporate 'electives' within the upper grade students' schedule.These would be based on students'	

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 at Gallistel Language Academy is to provide a rigorous, data-driven academic program that is student-centered and promotes a positive learning climate for students and teachers. Gallistel will strive for an optimal learning climate for everyone. We will challenge and motivate students to achieve global literacy, encompassing technological proficiency and World Language development, meet the needs of all students, from students in Gifted Programs to students with special needs; provide students and community with academic and personal success and enable students to be college and career ready as they face a changing world.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy: Improve utilization of Questioning and Writing Workshop strategies in all content areas to increase students' non-fiction Reading Comprehension skills.	Non-fiction Comprehension and Writing Scores are our weakest academic areas school-wide per ISAT data and per standardized testing like Scantron, EXPLORE. Lake Calumet Network recommended this as the first priority as well.
2	Instructional Leadership: Improve two-way communication, increasing engagement of all school partners, causing decision-making to be transparent.	Improving Instruction Leadership Team communication with all partners. This was determined based on the review of the ILT rubric. Our school's lowest score was in this area (1.5).
3	Core Instruction:Further develop Scope and Sequence, Common Assessments, across all content areas and grade levels to align with the Common Core State Standards.	After reviewing the School Effectiveness Framework (SEF), the ILT determined that our weakest scores were in Dimension 2, Core Instruction (Assessment and Curriculum).
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
Literacy: Improve utilization of Questioning and Writing Workshop strategies in all content areas to increase students' non-fiction Reading Comprehension skills.	Non-fiction Comprehension and Writing Scores are our weakest academic areas school-wide per ISAT data and per standardized testing like Scantron, EXPLORE. Lake Calumet Network recommended this as the first priority as well.

Action Plan   ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input/training	Instruction	All	ILT and CA	Quarter 1	On-going		
Provide safe practice in classrooms	Instruction	All	Administration	Quarter 1	Quarter 1		
Identify professional readings	Instruction	All	ILT and CA	Quarter 1	On-going		
Support teachers with coaching and feedback	Instruction	All	ILT and Administration	Quarter 1	On-going		
Look at student work/data	Instruction	All	Teacher Teams	Quarter 1	On-going		
Conduct Learning Walks	Instruction	All	ILT , Staff and Network	Quarter 1	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
Instructional Leadership: Improve two-way communication, increasing engagement of all school partners, causing decision-making to be transparent.	Improving Instruction Leadership Team communication with all partners. This was determined based on the review of the ILT rubric. Our school's lowest score was in this area (1.5).

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Publish regular meeting schedule	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Establish new roles and responsibilities	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	Quarter 1		
Monitor and reinforce team norms	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	On-going		
Identify and use protocols to facilitate dialogue	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	Quarter 1		
Continue and improve two-way communication with teacher teams	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Continue utlizing a systematic process for monitoring and following-up on action items	ILT/ Teacher Teams	Not Applicable	ILT	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
Core Instruction:Further develop Scope and Sequence, Common Assessments, across all content areas and grade levels to align with the Common Core State Standards.	After reviewing the School Effectiveness Framework (SEF), the ILT determined that our weakest scores were in Dimension 2, Core Instruction (Assessment and Curriculum).

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with input and training on RTI and Differentiation	Professional Development	All	Staff and Outside Consultants	Quarter 1	On-going		
Provide safe practice in RTI and Differentiation	instruction	All	Administration	Quarter 1	On-going		
Develop an RTI implementation framework	Instruction	All	RTI Team	Summer 2012	Quarter 1		
Support teachers with coaching and feedback to improve and support instruction	Professional Development	All	Administration	Quarter 1	On-going		
Inventory current classroom materials to increase uniformity of materials and determine areas of need	Instructional Materials	All	Teachers	On-going	Summer 2012		
Develop Grade Level common assessments to monitor student progress (LASW)	Instructional Materials	All	Grade Level Teams	Summer 2012	On-going		
Create an overarching school-wide curricular map aligned with the Common Core	Professional Development	All	Administration, Grade Level Teams and Curricular Alignment Committee	Summer 2012	Quarter 1		
Create grade-level scope and sequence for all content areas based on school-wide curricular map	Professional Development	All	Grade Level Teams and Curricular Alignment Committee	Summer 2012	Quarter 1		

Strategic Priority 3

CIWP

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