CIWP

2012-2014 Continuous Improvement Work Plan

Frank L Gillespie Elementary School

Rock Island Elementary Network

9301 S State St Chicago, IL 60619

ISBE ID: 150162990252236

School ID: 609939

Oracle ID: 23321

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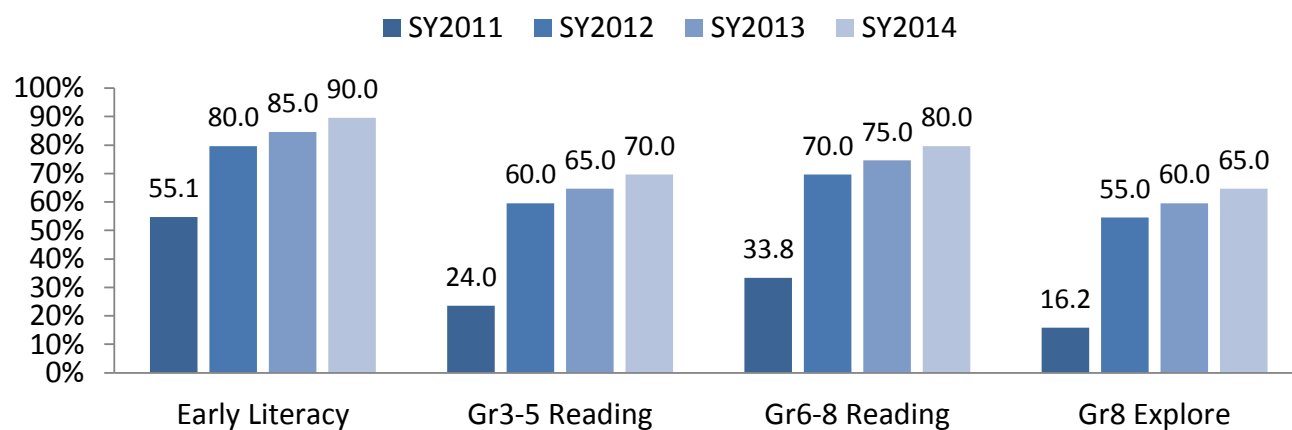
Mission Statement

Gillespie Tech strives to promote academic achievement through the integration of technology in order for our students to compete globally in the 21st Century. We encourage students to exhibit self-discipline by respecting diversity and cultural differences. Through a rigorous, high quality curriculum, we will develop critical thinkers who will become problem-solvers, lifelong learners and productive citizens who are college and career ready.
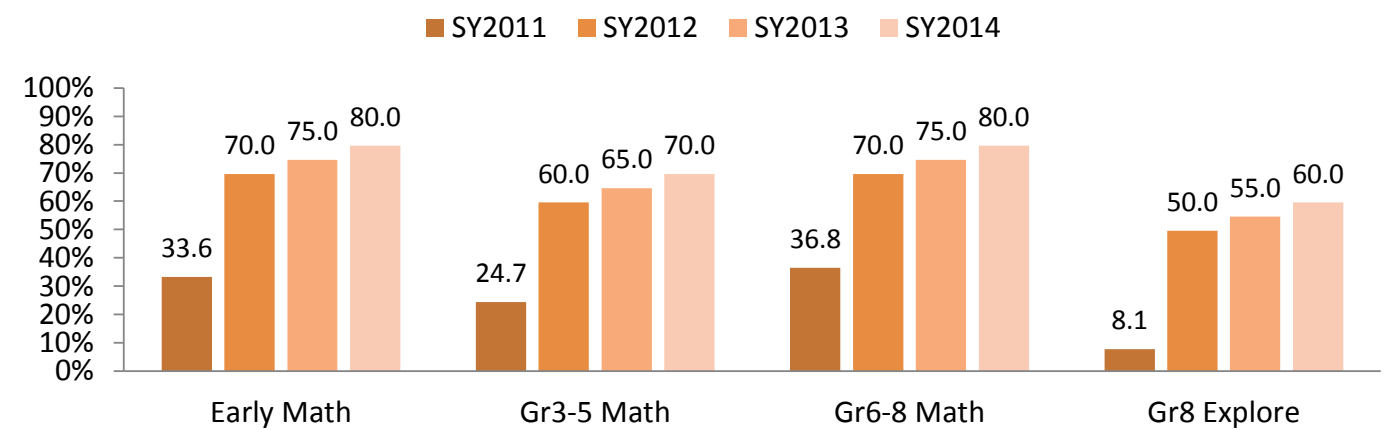
Strategic Priorities

1. Increase the percentage of students meeting and exceeding standards in reading school-wide to 75% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.

2. Increase the percentage of students meeting and exceeding standards in mathematics school-wide to 77% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.

3. Increase the percentage of students meeting and exceeding standards in science to 60% by consistent use of the science lab and participation of students in advanced science classes.

4. Increase technology integration schoolwide and use technology as an intervention tool. Software applications will be used to target student skill and concept challenges and differentiate instruction to ensure mastery.

5. Implement Social and Emotional Learning initiative school-wide to increase student's self-awareness, social awareness, self-management, responsible decision making and relationship skills.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	55.1	80.0	85.0	90.0
Gr3-5 Reading	24.0	60.0	65.0	70.0
Gr6-8 Reading	33.8	70.0	75.0	80.0
Gr8 Explore	16.2	55.0	60.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	33.6	70.0	75.0	80.0
Gr3-5 Math	24.7	60.0	65.0	70.0
Gr6-8 Math	36.8	70.0	75.0	80.0
Gr8 Explore	8.1	50.0	55.0	60.0

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Frank L Gillespie Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Michelle R. Willis	Principal
Kathy Jenkins	Assistant Principal
Katrinka Knerr	Lead/ Resource Teacher
Monica Rozelle	Lead/ Resource Teacher
Veronica Austin	Lead/ Resource Teacher
Rhonda Butler	Classroom Teacher
Christine Hurrins	Support Staff
William Cruse	LSC Member
Ericka West	LSC Member
Monica Prinz	Classroom Teacher
Rhonda Parks	Classroom Teacher
Gwendolyn Roby-Kindred	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	55.1	80.0	85.0	90.0	**Early Math** % of students at Benchmark on mClass	33.6	70.0	75.0	80.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.0	60.0	65.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	24.7	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.7	75.0	80.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.7	75.0	80.0	85.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.8	70.0	75.0	80.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	36.8	70.0	75.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	75.0	80.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.2	75.0	8-	85.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	16.2	55.0	60.0	65.0	**Explore - Math** % of students at college readiness benchmark	8.1	50.0	55.0	60.0

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	91.9	94.0	95.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	2.1	1.5	1.0	0.5

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	55.9	67.0	75.0	81.0		**ISAT - Reading** % of students exceeding state standards	5.6	10.0	14.0	18.0
ISAT - Mathematics % of students meeting or exceeding state standards	63.5	70.0	77.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	7.6	12.0	16.0	20.0
ISAT - Science % of students meeting or exceeding state standards	50.0	60.0	65.0	70.0		**ISAT - Science** % of students exceeding state standards	1.8	7.0	11.0	15.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	-->		**4**
• 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.	The ILT team worked together to create a theory of action at the beginning of the school year. Throughout the year the ILT team revisits the theory of action to make adjustments during monthly ILT team meetings. The goals set in the theory of action are measurable and communicated to the staff.	
Principal Leadership	-->		**4**
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal engages parents and the community through quarterly family nights that empower families to be partners in their child's educational journey. The principal holds personal goal setting meetings with each teacher and revisits these goals at the end of the year. The principal holds "data deep dive" meetings with each teacher to ensure student growth in each classroom. The principal plans weekly cluster meetings with the ILT team and attends weekly.	

DIMENSION 1: Leadership

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	Teachers who attend outside trainings are allowed time during professional development to share their new learning. There are various committees at Gillespie and teachers are allowed to chair the committee of their choice.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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 team is reflective and examines school wide data at each meeting. The ILT team uses this data to plan for weekly teacher team meetings. The ILT team works together to plan professional development based on staff needs and student data.	
Monitoring and adjusting	-->		**4**
• 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.	Teachers work during teacher team meetings to update data walls and analyze their test scores. Teachers fill out a tracking form each testing cycle that tracks student's lexile growth. Teachers use data to set personal goals with students.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**2**
DIMENSION 2: Core Instruction	• 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 match students to appropriate lexiled books. Teachers have begun to organize libraries by lexile.	
	Instructional materials	-->		**4**
	• 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).	Curriculum is consistent throughout grade levels and provides opportunities for differentiation.	

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.

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• 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.	Student growth is monitored through the use of bi-weekly skills assessments, tri-annual scantron assessments, measuring up benchmark assessments, and teacher created assessments along with student portfolios.	

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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.	Each teacher uses formative assessments to track students' progress and re-group for reading.	

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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.	Teachers use teaching strategies to differentiate instruction within their classrooms. Read 180 services 5th and 6th grade students struggling in reading.	
Whole staff professional development		-->	**4**
• 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.	Teachers are expected to bring back evidence of implementation from previous teacher team meetings. Reading coach and administrative team monitor classroom instruction for evidence of professional development strategies and techniques.	

Professional Learning

School Effectiveness Framework

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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 weekly in teacher team meetings with the same ILT team members. Special education teachers and autism teachers are included and participate in these meetings. "Deep dive" meetings are set up to ensure ownership of student data. Teacher team meetings have agendas and follow previously set up protocols.	
	Instructional coaching	-->		**4**
	• 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.	New teachers are assigned mentors. Teachers are receiving constant feedback (written and verbally) from instructional coaches. Teachers are required to complete monthly pd logs and goal setting sheets.	

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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	The school has a student council that helps run fundraisers. The school participates in a man/boy breakfast and girl's rule club.	
	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 know their teachers care about them and want them to succeed. Many high school students return to complete their service learning hours at Gillespie. There are clear expectations for student behavior and students are treated fairly.	
	Behavior& Safety	-->		**4**
	• 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.	The school uses PBIS and the PAWS system. Metal detectors and cameras ensure school safety for students and staff.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Gillespie runs a back to school expo as well as an open house night where teachers and administration are able to convey expectations for behavior, attendance, and performance to parents and families. The principal puts out a monthly family newsletter and communicates updates via the school website.	
	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.	Teachers complete a weekly classroom newsletter. Teachers update their classroom webpages. Some teachers use edmodo to communicate with parents. Family nights encourage parents to learn about ways they can help their child at home.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school hosts various family nights and open houses to encourage parent participation. The school building is welcoming to parents and is a safe environment.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school provides opportunites for immunizations, dental, and eye exams to students in need.	
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.	The counselor is available for high school coaching for upper grade students.	
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.	The counselor holds meetings with upper grade students to inform them of the high school process and help them apply to high schools. The GEAR UP program coaches students to be college and career ready.	
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.	The school offers after-school sports teams to students in grades 4-8. There are numerous after-school opportunities such as dance and boardgames during after-school all stars. Gillespie has a technology team.	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*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.	Teachers have begun to think about common core standards and promoting college and career readiness in their classrooms.	
	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.	N/A High School only	
	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.	The school offers step up to Kindergarten. The school offers high school tour days.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**4**
	• 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 grant writing team seeks out grants that are a good fit for the school. The school utilizes the free things website. Additionally teachers are required to write 2 grants each year.	
	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.	Potential candidates are interviewed by a team (administration, coaches and teachers). A specific protocal is followed for all interviews. Finalists are observed while they teach a lesson at the school or in their own schools.	
	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.	Block scheduling allows for teacher team meetings. A two hour reading block is scheduled for the morning.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Gillespie Tech strives to promote academic achievement through the integration of technology in order for our students to compete globally in the 21st Century. We encourage students to exhibit self-discipline by respecting diversity and cultural differences. Through a rigorous, high quality curriculum, we will develop critical thinkers who will become problem-solvers, lifelong learners and productive citizens who are college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of students meeting and exceeding standards in reading school-wide to 75% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.	Gillespie Tech strives to promote academic achievement and college and career readiness amongst students. Based on our Theory of Action, and the key levers identified in the core instructional program, professional learning system and instructional leadership, Gillespie can focus on accomplishing its mission by increasing student reading levels and literacy abilities. Currently, Gillespie Tech only has 55.9% of students meeting or exceeding state standards. The new common core state standards align with this priority as theyfocus on higher levels of student thinking.
2	Increase the percentage of students meeting and exceeding standards in mathematics school-wide to 77% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.	Gillespie Tech strives to promote academic achievement and college and career readiness amongst students. Based on our Theory of Action, and the key levers identified in the core instructional program, professional learning system and instructional leadership, Gillespie can focus on accomplishing its mission by increasing student problem-solving abilities. Currently, Gillespie Tech only has 63.5% of students meeting or exceeding state standards. The new common core state standards align with this priority as they focus on higher levels of student problem solving in math.

3	Increase the percentage of students meeting and exceeding standards in science to 60% by consistent use of the science lab and participation of students in advanced science classes.	Gillespie strives to promote student growth and achievement through the integration of technology into all subject areas including science. Based on our Theory of Action, and the key levers identified in the core instructional program, the consistent monitoring of science instruction will assist us in reaching our goal. We ensure alignment with the CCSS by providing a rigorous curriculum and current high quality text materials that are reinforced through hands on activities in our science lab. Gillespsie currently has 50% of the 4th and 7th grade students meeting or exceeding state standards.
4	Increase technology integration schoolwide and use technology as an intervention tool. Software applications will be used to target student skill and concept challenges and differentiate instruction to ensure mastery.	Gillespie Tech is a technology magnet cluster school and a SMART Technologies Elite Showcase School. We are a model school for the integration of technology throughout the curriculum. Increased use of technology by all students and teachers. Students and teachers will use technology at least 10% of instructional time each day during the 2012-2013 school year. Technology will be used to remediate and accelerate student learning. The instruction via technology will adjust to meet the student's needs.
5	Implement Social and Emotional Learning initiative school-wide to increase student's self-awareness, social awareness, self-management, responsible decision making and relationship skills.	In the 2012-2013 school year, Gillespie Tech will be implementing the Collaborative for Social and Emotional Learning (CASEL). This program is designed to link social and emotional learning to academic achievement and positive student development which will reduce negative behaviors and emotional distress. Based on the teacher survey, Gillespie staff agreed that participation in CASEL would have a school-wide benefit that would assist in maximizing achievement. By utilizing school wide programs such as Second Step and PBIS, teachers, students and parents will be able to communicate better and learn problem solving techniques to resolve issues.

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the percentage of students meeting and exceeding standards in reading school-wide to 75% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.	Gillespie Tech strives to promote academic achievement and college and career readiness amongst students. Based on our Theory of Action, and the key levers identified in the core instructional program, professional learning system and instructional leadership, Gillespie can focus on accomplishing its mission by increasing student problem-solving abilities. Currently, Gillespie Tech only has 63.5% of students meeting or exceeding

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Summer staff development of the common core standards and teaching framework	Professional Development	All	ILT	Summer 2012	On-going		
Maintain weekly job-embedded professional development.	Professional Development	All	ILT	Quarter 1	On-going		
Increase teacher planning time (including vertical)	ILT/ Teacher Teams	All	Grade Band Teachers	Quarter 1	On-going		
Ongoing Skills assessments (bi-weekly)	Instruction	All	ILT	Quarter 1	Quarter 4		
Continue READ 180	Instructional Materials	Other student group	Reading Specialist	Quarter 1	Quarter 4		
Boot camp and Saturday school	After School/ Extended Day	All	Principal	Quarter 2	Quarter 3		
Implement reading incentive program	Instruction	All	Reading Specialist	On-going	On-going		
Outsourced Professional Development	Professional Development	All	Principal	Summer 2012	On-going		
Purchase computer based reading programs	Instructional Materials	All	Principal	On-going	On-going		
Increase reading block	Instruction	All	ILT	Quarter 1	On-going		
Continual reading block monitoring by reading specialist	Instruction	Not Applicable	Reading Specialist	Quarter 1	On-going		
Maintenance of Data Walls and Student Growth Targets	ILT/ Teacher Teams	All	ILT/TT	Quarter 1	Quarter 4		
Implement Optimal Learning Model/Gradual Release Model with fidelity	Instruction	Not Applicable	Teachers	On-going	On-going		
Follow Gillespie Literacy Block Framework	Instruction	All		On-going	On-going		
Implement REACH Teacher Evaluation	Instruction	All	Principal	Quarter 1	On-going		
Weekly Teacher Team Meetings/Grade Level Common Planning	Professional Development	Not Applicable	ILT/TT	Quarter 1	Quarter 4		

Strategic Priority 1

Teacher Best Practice Presentations	Professional Development	Not Applicable	Teachers	Quarter 1	Quarter 4		
ILT and Peer Gallery Walks/Instructional Rounds	Instruction	All	ILT/TT	Quarter 1	On-going		
Monthly SWOT Analysis of various data points	Other	Not Applicable	ILT	Quarter 1	Quarter 4		
Review of Lesson Plans with written feedback	Instruction	Not Applicable	Principal	Quarter 1	Quarter 4		
Biweekly gradebook checks with written feedback	Instruction	Not Applicable	Principal	Quarter 1	Quarter 4		
Weekly Classroom Observations	Instruction	Not Applicable	Principal	Quarter 1	Quarter 4		
Weekly Review and analysis of Student Work	Instruction	All	Teachers	Quarter 1	Quarter 4		
Continue Kids College, Study Island	Instructional Materials	All	Principal	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
Increase the percentage of students meeting and exceeding standards in mathematics school-wide to 77% by continuing job-embedded professional development, weekly consistent monitoring of instruction and student work, and continued intervention strategies based on data.	#REF!

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math Lab Schedule	Instruction	All	Math Coordinator	On-going			
Summer staff development of the common core standards and teaching framework	Professional Development	All	Math Coordinator	On-going			
Maintain weekly job-embedded professional development.	Professional Development	All	Math Coordinator	On-going			
Increase teacher planning time (including vertical)	Professional Development	All	Math Coordinator	On-going			
Ongoing Skills assessments (bi-weekly)	ILT/ Teacher Teams	All	Math Coordinator	On-going			
Continue Kids College, Study Island	Instructional Materials		Technology Coordinator	On-going			
Boot camp and Saturday school	Instruction	All	ILT	On-going			
Implement math incentive program	Instructional Materials	All	ILT	On-going			
Outsourced Professional Development	Professional Development	All	Technology Coordinator	On-going			
Purchase computer based math programs	Instruction	All	Principal	On-going			
Increase math block	After School/ Extended Day	All	Principal	Summer 2012			
Continual math block monitoring	Instruction	All	Principal/Math Coach	Quarter 1			
Maintenance of Data Walls and Student Growth Targets	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Create/Follow Gillespie Math Block Framework	ILT/ Teacher Teams	All	ILT/TT	Quarter 1			
Implement REACH Teacher Evaluation	Instruction	Not Applicable	Principal	Quarter 1			

Strategic Priority 2

Weekly Teacher Team Meetings/Grade Level Common Planning	ILT/ Teacher Teams	All	ILT/TT	On-going			
Teacher Best Practice Presentations	Professional Development	All	Teachers	On-going			
ILT and Peer Gallery Walks/Instructional Rounds	Professional Development	All	ILT/TT	On-going			
Monthly SWOT Analysis of various data points	ILT/ Teacher Teams	All	ILT/TT	On-going			
Review of Lesson Plans with written feedback	Instruction	Not Applicable	Principal	On-going			
Biweekly gradebook checks with written feedback	Instruction	Not Applicable	ILT/TT	Quarter 1			
Weekly Classroom Observations	Instruction	Not Applicable	Principal	Quarter 1			
Weekly Review and analysis of Student Work	ILT/ Teacher Teams	All	ILT/TT	Quarter 1			

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the percentage of students meeting and exceeding standards in science to 60% by consistent use of the science lab and participation of students in advanced science classes.	Gillespie strives to promote student growth and achievement through the integration of technology into all subject areas including science. Based on our Theory of Action, and the key levers identified in the core instructional program, the consistent monitoring of science instruction will assist us in reaching our goal. We ensure alignment with the CCSS by providing a rigorous curriculum and current high quality text materials that

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Audit existing materials and check for alignment with CCSS	Instructional Materials	All	Science Coach	Summer 2012			
Inventory science lab and replenish materials as needed	Instructional Materials	All	Science Coach	Summer 2012			
PD to implement CCSS- units of instruction, use of text materials, lab and routines	Instructional Materials	All	Science Coach	Quarter 1			
Assessment of exiesting materials and need to supplement existing materials to drive standards based teaching	Instructional Materials	All	Science Coach	Quarter 2			
Vertical planning and PD on best practices as it relates to CCSS- focus on 3rd and 6; Identify material needs	Instructional Materials	All	Science Coach; 6-7th and 3rd-4th teachers	Quarter 3			
Assess the use of materials and evaluate the effectiveness of current science program as it relates to student growth and ISAT achievement	Instructional Materials	All	Science Coach; 6-7th and 3rd-4th teachers	Quarter 4			
Monitor teachers use of science texts, materials, lab usage and science framework	Instructional Materials	All	Science Coach; Admin.	On-going			
Professional Development							
Planning- Develop rigorous grade specific units for 3rd and 7th grades that are aligned with CCSS, Quarterly mapping and pacing of instruction	Professional Development	All	Science Coach	Summer 2012			
Develop PD schedule to implement units of instruction and performance tasks	Professional Development	All	Science Coach	Summer 2012			
Conduct PD to implement units of study with specific strategies for non-fiction text	Professional Development	All	Science and Reading Coach	Quarter 1			
Assess implementation of units of study and use of materials; Modify PD as needed	Professional Development	All	Science Coach	Quarter 1			

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**2012-2014 Continuous
Improvement Work Plan**

Frank L Gillespie Elementary School

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Strategic Priority 3

Conduct PD to implement units of study with specific strategies for non-fiction text	Professional Development	All	Science and Reading Coach	Quarter 2			
Conduct PD on assessment data, using data to drive instruction and the use of performance tasks	Professional Development	All	Science Coach	Quarter 3			
Identify SWAT- develop summer Pd; focus on expansion to target 3rd and 6th grades	Professional Development	All	Science Coach	Quarter 4			
Monitor PD and adjust as needed to promote rigorous instruction	Professional Development	All	Science and Reading Coach	On-going			
Instruction Milestones							
Collaborate with area and district to understand instructional implications of CCSS and build units of rigorous instruction aligned with CCSS	Instruction	All	Science Coach; 6-7th and 3rd-4th teachers	Summer 2012			
Work with teachers to understand science content and framework; build units, quarterly mapping	Instruction	All	, Science coach, teachers	Summer 2012			
All middle and upper grade classrooms utilize science text materials and lab	Instruction	All	Science Coach	Quarter 1			
Assess pacing and quarterly mapping; use of performance tasks for aseessment; adjust as needed	Instruction	All	Science Coach	Quarter 2			
Model effective use of lab and performance activities	Instruction	All	Science Coach	Quarter 3			
Refine units of study to ensure rigorous content and instruction	Instruction	All	Science coach and teachers	Quarter 4			

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**2012-2014 Continuous
Improvement Work Plan**

Frank L Gillespie Elementary School

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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
Increase technology integration schoolwide and use technology as an intervention tool. Software applications will be used to target student skill and concept challenges and differentiate instruction to ensure mastery.	Gillespie Tech is a technology magnet cluster school and a SMART Technologies Elite Showcase School. We are a model school for the integration of technology throughout the curriculum. Increased use of technology by all students and teachers. Students and teachers will use technology at least 10% of instructional time each day during the 2012-2013 school year. Technology will be used to remediate and accelerate student learning. The

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Update Upper Grade Instructional Computer Lab	Equipment/ Technology	All	Technology Lead	Summer 2012	Quarter 1		All computers will have updated OS (Win 7) to seamlessly interface with new technology
Updating teacher & Classroom computers	Equipment/ Technology	All	Technology Lead	Summer 2012	Quarter 1		Increase RAM
100% Classrooms have a SMARTboard	Equipment/ Technology	All	Technology Lead	Summer 2012	Quarter 1		Installation of 2 additional mounted SMART Board
Pre K Classrooms will utilize SMART Table	Instructional Materials	All	Technology Lead	Summer 2012	Quarter 1		Installation of SMART Table in Pre K
Primary Grades will have access to Ipads	Equipment/ Technology	Other student group	Technology Lead	Summer 2012	Quarter 1		Installation of 4th Ipad cart for Primary
Monthly monitor/maintain technology through-out the building	Equipment/ Technology	All	Technology Lead	On-going	On-going		
Continue use of iPads in intermediate grades	Equipment/ Technology	Other student group	Teachers	On-going			
Teacher training on google docs.	Professional Development	All	Technology Lead	Summer 2012			
Technology Lead: Collaborate with teachers to develop rigorous performance tasks via technology	Professional Development	All	Technology Lead	Quarter 1			
Technology Lead: Collaborate with teachers to develop units intergrating technology	Professional Development	All	Technology Lead	Quarter 2			
Professional Development for Teachers SMART Notebook Level 1 to ensure alignment with CCSS	Professional Development	All	Technology Lead	Quarter 2			
Professional Development for Teachers SMART Notebook Level 2 to ensure alignment with CCSS	Professional Development	All	Technology Lead	Quarter 3			

Strategic Priority 4

Teacher Training on using Ipads as a Instructional Tool to support CCSS	ILT/ Teacher Teams	All	Technology Lead	On-going			
Professional Development for Teachers SMART Response System to ensure alignment with CCSS	Professional Development	All	Technology Lead	On-going			
Monitor monthly professional development and debrief with teacher leaders	Professional Development	All	Technology Lead	On-going			
Continued Particiaption in Technology Magnet Cluster Program	Other	All	Technology Lead	On-going			
Presenting at Tech Talk 2013 Conference	Professional Development	All	Technology Lead	Quarter 2			
Gillespie will host a community SMART Experience Event to spotlight student learning using technology.	Parental Involvement	All	Technology Lead	Quarter 1			
Participation in CPS Adobe Youth Program	Instruction	All	Technology Lead	Quarter 4			
Host Annual Gillespie Family Technology Night	Parental Involvement	All	Technology Lead	Quarter 4			
Participation in a Poster Session at ICE Conference 2013	Professional Development	All	Technology Lead	Quarter 2			
Greater use of student response systems (clickers)	Equipment/ Technology	All	Technology Lead	Quarter 2			
Participation in Robotics Program	Instruction	Other student group	Technology Lead	Quarter 1			
Targeted Intervention (remediation/enrichment) for reading/math via technology	After School/ Extended Day	Other student group	Administration	Quarter 1			

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
Implement Social and Emotional Learning initiative school-wide to increase student's self-awareness, social awareness, self-management, responsible decision making and relationship skills.	In the 2012-2013 school year, Gillespie Tech will be implementing the Collaborative for Social and Emotional Learning (CASEL). This program is designed to link social and emotional learning to academic achievement and positive student development which will reduce negative behaviors and emotional distress. Based on the teacher survey, Gillespie staff agreed that participation in CASEL would have a school-wide benefit that would

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train teachers on CASEL	Professional Development	All	Rock Island Network	Summer 2012	Summer 2013		
Teachers receive training on Second Step	Professional Development	All	OSES/Counselor	Summer 2012	Summer 2013		
Monthly Monitoring of PBIS SWIS data	Other	All	Asst. Principal/ILT	Summer 2012	Summer 2013		
Monthly Monitoring of Suspension Data in Verify	Other	All	Asst. Principal/ILT	Summer 2012	Summer 2013		