



### Samuel Gompers Fine Arts Options ES

Lake Calumet Elementary Network  
12302 S State St Chicago, IL 60628  
ISBE ID: 150162990252222  
School ID: 609943  
Oracle ID: 23351



#### Mission Statement

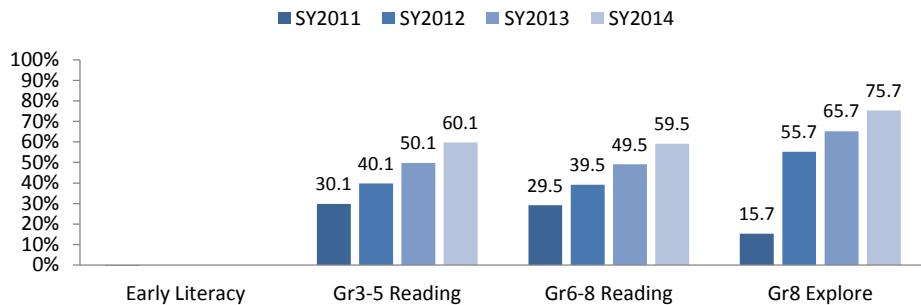
Gompers School will graduate all students, including those with special needs, prepared for success in high school and beyond. Through an emphasis in literacy, mathematics, science, social science, fine arts, technology, and social emotional and physical development, our students will develop the skills, knowledge, attitudes, and values that will empower them to take an active role in their learning, become critical thinkers, and contribute productively to the community.

#### Strategic Priorities

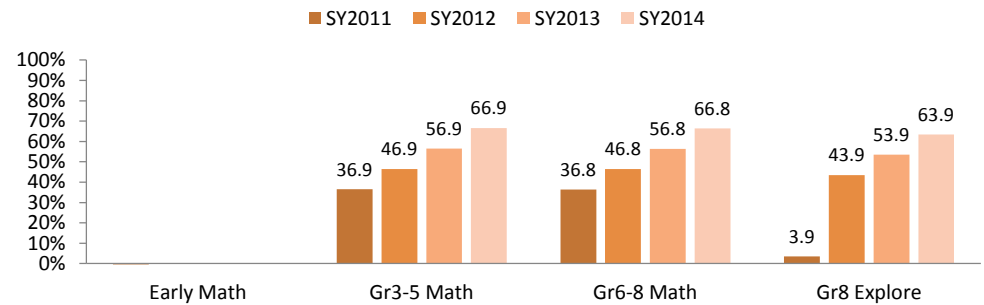
1. Align performance expectations, assessments and materials across grade levels with school-wide tests from the same publisher and with the Common Core State Standards.
2. Provide for grade level team/departmental collaboration in and across grade levels.
3. Convene ILT in bi-weekly meetings with focused agenda.
4. Provide high quality instruction in the fine arts.
5. Decrease out-of-school suspensions.

#### School Performance Goals

##### Literacy Performance Goals



##### Math Performance Goals





# 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](http://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:	Samuel Gompers Fine Arts Options ES

**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
Melody L. Seaton	Principal
Mark D. Jordan	Assistant Principal
Robert Kelsey	Counselor/Case Manager
Linda Worley	Classroom Teacher
Stephanie Miles-Flowers	Classroom Teacher
Lolita Davis	Special Education Faculty



## 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
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA				<b>Early Math</b> % of students at Benchmark on mClass	NDA		
<b>3rd - 5th Grade</b>								
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.1	40.1	50.1	60.1	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.9	46.9	56.9
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.9	67.9	77.9	87.9	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.5	66.5	76.5
<b>6th - 8th Grade</b>								
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	29.5	39.5	49.5	59.5	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.8	46.8	56.8
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.3	66.3	76.3	86.3	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.5	77.5	87.5
<b>8th Grade</b>								
<b>Explore - Reading</b> % of students at college readiness benchmark	15.7	55.7	65.7	75.7	<b>Explore - Math</b> % of students at college readiness benchmark	3.9	43.9	53.9



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.6	95.0	96.0	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	54.2	40.0	30.0	20.0

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	64.9	82.0	95.0	98.0		<b>ISAT - Reading</b> % of students exceeding state standards	8.5	15.0	20.0	25.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	78.4	92.5	95.0	98.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	13.5	20.0	25.0	30.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	70.1	80.0	85.0	95.0		<b>ISAT - Science</b> % of students exceeding state standards	5.5	10.0	15.0	20.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>We use ISAT and Scantron data to drive our instruction and curriculum. Our goals this year include 82% meeting/exceeding in Reading, 92.5% meeting/exceeding in Math, and 80% meeting/exceeding in Science. Our lesson plans include assessments to indicate "backward" planning, differentiated instruction, emphasis on higher-order thinking and instruction; and interventions for Tier II and Tier III students, including utilizing the principal, assistant principal, counselor, art, music, and physical education teachers to provide interventions.</li> <li>We are concerned that data shows our girls out-performing the boys at every grade level in reading and math. Though the boys performed better in math than they did in reading, so did the girls.</li> <li>We have started the implementation of CCSS and have developed pacing guides in reading, math, writing, and science.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>The principal takes the lead role in formulating and guiding the ILT with much input from teachers and staff. Our agenda items are clearly focused on reviewing and analyzing current student performance data and determining direction to focus ongoing instruction.</li> <li>The principal frequently provides researched journal articles, for staff review and discussion, that focus on the established vision and goals. The school's mission statement is quoted by the students every school day during our opening exercises.</li> <li>The principal provides for staff to attend PD session off-site during and after school including Museum of Science and industry, District/Network ILT sessions, Champs, District Phys Ed sessions, After-School All-Stars; and provides for common planning time by grade level.</li> <li>School/student performance data is published in our Staff Bulletin and letters home to parents; as well as shared at student assembly programs and LSC and PAC meetings.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>* We have a large, representative, and active ILT where teachers and staff are encouraged to participate and share. We also have informal teacher meetings as well as regularly scheduled weekly grade level/department meetings where teachers meet with grade colleagues as well as cross-curricular colleagues (General Education, Special Education, Specialty Staff) as necessary.</li> <li>* Teachers are encouraged and do present and facilitate at professional development meetings and/or report back from out-of-school PD sessions they have attended. Presentations are made at PD sessions or grade level/departmental meetings.</li> <li>* Teachers also participate on the SIPAAA/CIWP team and are encouraged to get input from their colleagues when discussing and preparing data/information for the SIPAAA/CIWP.</li> <li>* We have an active union representative who convenes meetings and communicates with staff through memos/bulletins as necessary.</li> <li>* Resources have been brought to the school as a result of teachers writing and receiving grants including Middle Recording Project, Donors Choose, Otis Wilson Foundation, American Heart Association, 98.7 WFMT Radio Bach to School, Real Men Read, You Be The Chemist, Math Textbooks Pilot Program, Metropolitan Family Services, and Steady Grow Pro Science/Garden Projects.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>* We have a large, representative, and active ILT where teachers and staff are encouraged to participate and share. Our ILT includes teachers/staff representing all grade levels/departments: General Education, Special Education, Arts/Phys Ed, and representatives from our partnerships programs including Community Schools and Arts Magnet Cluster.</li> <li>* Our ILT functions through a focused agenda that targets student and school performance and makes decisions and determinations based on current student/school data.</li> <li>* Our school Data Board is one of our transparent ways of highlighting our achievements and weaknesses to the students, staff and parents/community.</li> <li>* Although our ILT members regularly communicate with the rest of the staff, we have not regularly reflected and assessed our processes and effectiveness.</li> </ul>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>* Through our ILT and PD sessions we regularly and extensively analyze student/school data according to grade level, gender, behavior, whole class achievement, and subject area. We also study student performance by comparing their Scantron and ISAT performance.</li> <li>* For example, it was through this process where we recognized that the girls were out-performing the boys at every grade level in reading, math, honor roll, and perfect attendance. The only area where the boys out-performed the girls is in out-of-school suspensions.</li> </ul>	

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<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>* Curriculum Mapping that includes ISBE/CCSS standards by content, grade level, and quarter. 4th and 5th grade teachers utilize the Story Town series that incorporates differentiated reading level texts. 6th through 8th grade teachers use Holt Elements of Literature as a foundation text that provides lexile levels. Teachers incorporate Science and Social Studies texts to expose students to non-fiction material. Lesson plans incorporate accommodations and modifications. However, we need to more consistently include the supports necessary to ensure that students with disabilities are able to gain core content knowledge and skills. We also need to more consistently utilize texts that exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>* Grade levels have instructional materials and course books aligned with the Illinois State Standards. We need to look at providing instructional materials aligned with CCSS.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>* Some teachers use pre-post test to identify student strengths and weakness. Some teacher use multiple intelligence screening to identify student's style of learning. Some teachers use Scantron, ISAT, and Common Core assessments to drive instruction. Teachers evaluate student work, constructed responses and performance to ascertain evidence of mastery. With the use of data, instruction is differentiated based on needs assessment of students, including students who need accommodation(s) and modification. Although some teachers are following these mandates, they are not consistently and/or regularly adhered to.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>* Some teacher objectives and daily menus are posted, but not consistently. Some teachers use differentiated questioning to stimulate deeper thought and understanding of concepts being taught. Some teachers are using curriculum mapping to cluster learning objectives. Some teacher use the gradual release method to facilitate instruction and to review concepts for mastery. Teachers use leveled readers , technology and small group instruction to ensure that students have access to the material presented. Teachers use formative assessments through class discussion, and peer tutoring.</p>	

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	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use a modified version of RTI to identify students in need of academic intervention. Some teachers use pre/post tests to identify particular skill gaps. Each grade level has push-in support and additional support outside the classroom from the principal, assistant principal, counselor; and music, art, and physical education teachers. Teachers communicate with teachers who provide RTI services to specific students to ascertain the growth and needs of students. Students IEP's are met through push-in and pull-out services provided by Special Education teachers and Paraprofessionals.</li> <li>We need to more frequently reflect and assess how we are doing and to ensure we are consistent in providing the resources students need for success.</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>ESP staff need focused District level PD sessions including knowledge of how to implement newly learned skills, strategies and best practices.</li> <li>Weekly lesson planning is consistent with the implementing of academic strategies and targeted tiered instruction and monitored by administration.</li> <li>Examining implementation can inform decisions about future PD as well as suggest necessary mid-course adjustments to currently planned PD.</li> </ul>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet daily for informal "check-ins" and "updates" in grade levels.</li> <li>Teachers meet in Grade level teams weekly. Special Education and sometimes Specialty teachers are included in these meetings. Grade Level/Departmental team meetings include analyzing benchmark test data and determine the next steps necessary for students receiving service. Minutes are submitted to the principal.</li> <li>Each grade level team has at least one representative attending ILT meetings for input and feedback.</li> <li>There is a need to assure that Grade Level/Departmental teams are meeting regularly and consistently.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>New teachers are teamed up with a veteran teacher to guide them through school-wide protocols, expectations and policies.</li> <li>Peer coaching and cross-classroom visitation is encouraged and sometimes used to solve, rectify or support classroom instruction.</li> <li>Feedback is frequently provided to teachers regarding their instruction, student learning, and classroom management. Feedback is ongoing through formal and informal observations and provided in writing, verbally, in PD sessions, and through the weekly Staff Bulletin.</li> </ul>	

### 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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>Our current college focus is mainly with 8th grade students. The 8th grade students take an annual tour of the University of Illinois - Champaign and Parkland College. We also sponsor a school-wide Career Day which serves all students 4th through 8th grade.</li> <li>We will implement opportunities for all students to research and use information to begin thinking about college and career interests/choices. They will develop decision-making skills to career planning, course selection, and interests. Their research will include use of the internet, college field experiences, college and career research activities to foster academic goal setting and clarification of career interests.</li> </ul>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>We have caring and dedicated staff who generally care about our students and frequently conference with students throughout the school day as well as with their parents. All parent communications are recorded in our Communication Logs maintained in the main office.</li> <li>Though most teachers and staff strive to build strong links with our students and their families, our school's performance rating indicates "average" when the following questions are asked/answered: "Does the school partner with families and community?" "Is the school safe, demanding, and supportive?" "Is instruction clear, challenging, and engaging?" and "Does leadership focus on continuous improvement?"</li> <li>Our school's performance data also indicates "average" when parents responded to these questions: "Do parents report feeling engaged with their school?" and "Do parents report feeling satisfied with their school's environment?"</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>All of our staff have participated in CHAMPS professional development (A Proactive &amp; Positive Approach to Classroom Management). Student Misconduct Reports data is published monthly in the Staff Bulletin and discussed regularly as an agenda item at ILT meetings. Upper grade teachers utilize a "Behavior Notice" form to weekly inform parents of student positive and/or negative behavior.</li> <li>Most teachers maintain anecdotal records of student misbehaviors and contact parents when necessary.</li> <li>Student washrooms are kept locked throughout the school day. Emergency washroom use is monitored by main office staff including student sign-in</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Principal conducts parent meetings and presents and explains student achievement data and student/school goals.</li> <li>Principal communicates with parents through monthly Principal Letter sent home which includes student/school performance data, student performance expectations, student misbehaviors, tips for parental involvement, and school events</li> <li>Teachers provide quarterly syllabi to students and parents which include standards and suggestions for how families can assist their student.</li> <li>Parents are made aware of and encouraged to use the CPS Parent Portal on Gradebook for continuous updates of their child's grades/academic performance.</li> <li>Gompers proactively hosts a Spring Open House for 3rd grade students and families who will transition to our 4th grade in the Fall.</li> <li>Gompers has a website that provides communication to parents and community residents.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers provide quarterly syllabi to students and parents which include standards and suggestions for how families can assist their student.</li> <li>Parents are made aware of and encouraged to use the CPS Parent Portal on Gradebook for continuous updates of their child's grades/academic performance.</li> <li>Gompers has a website that provides communication to parents and community residents.</li> <li>Staff maintains a Call Log for each student where calls to and from families are</li> </ul>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Gompers utilizes Calm Classroom exercises daily, which provide students with internal coping methods.</li> <li>Principal sends monthly invitations to parents regarding LSC and PAC meetings and frequent reminders of school functions and activities.</li> <li>Principal provides a Parent Room which offers resources such as computers and parenting/educational opportunities.</li> <li>Families attend monthly grade-level assemblies, Science Fairs, Invention Conventions, Winter/Spring Fine Arts Festivals, school plays, awards assemblies, art exhibits, and book fairs.</li> <li>Parents are continuously invited to participate in and/or join the LSC and PAC.</li> <li>Parents are invited to sit in their child's class to learn what happens during their child's academic day.</li> </ul>	

### School Effectiveness Framework

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Typical School		Effective School	Evidence	Evaluation
<b>Specialized support</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Gompers is in partnership with Metropolitan Family Services which provides community outreach, and facilitates student differentiated instructional sessions both before and after school.</li> <li>Staff provides student focused academic and enrichment activities before and after school including HS Algebra for select 8th grade students, SES Programs, board games, cheerleading, band, drumline, recording studio, and individual and team sports.</li> </ul>		
<b>College &amp; Career Exploration and election</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our students are provided opportunities to develop skills to locate and interpret career information. Students develop an awareness of personal abilities, skills, interest, and motivations to connect education to lifelong learning.</li> <li>Pennants from approximately 30 different colleges hang in Gompers' halls as motivation and inspiration for our students to strive for lifelong learning and</li> </ul>		
<b>Academic Planning</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>In the past we have focused on "Gompers Goes to College", and currently expose all students to the Real Men Read program, however our current college focus is mainly on 8th grade students.</li> <li>We will provide opportunities for all students to research and use information to begin thinking about college and career interests/choices. They will develop decision-making skills to career planning, course selection, and interests. Their research will include use of the internet, college field experiences, college and career research activities to foster academic goal setting and clarification of career interests.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our extracurricular activities currently focus on after/before school board games, cheerleading, team sports, and the Garden Project in conjunction with Steady Grow Pro.</li> <li>All students participate in a school-wide Career Day activity, personal budget projects; and about 50% of 8th grade students participate in an annual trip/tour</li> </ul>		

N 6: College and Career Readiness Supports

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Gompers students participate in college field experiences to University of Illinois-Champaign, Kennedy-King College, and Olive Harvey College.</li> <li>Students complete surveys of activities.</li> <li>Students use "What's Next Illinois" Career Guideways Tracking for self-assessments.</li> <li>8th Grade students take the "Explore" test.</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Our 7th and 8th grade students will be introduced to the availability of academic scholarships offered by various colleges/universities/organizations, and to the college financial aid organizations, as well as research differences in college tuitions.</li> </ul>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure effective transitions, Gompers ILT discussed and implemented a transition plan to assist in the transition of 3rd grade students to the Middle School Program and assist students in other grades who transfer-in after September. Our plan includes conference with student and parent regarding school vision, mission, goals, review of CPS Student Code of Conduct Handbook, review of Gompers Parent/Student Handbook, Gompers Student Academic Planner, review of school hours and entry procedures, and tour of school building.</li> <li>Homeroom teachers introduce new students to class and assigns transitioning student a "Student Ambassador" (Buddy), locker and desk; and reviews daily classroom procedures and academic expectations. At appropriate time, teacher answers any questions the student may have and contacts parent for introduction and</li> </ul>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>* Gompers School expends discretionary funds for our identified needs and strategic priorities including, additional core classroom instructional staffing salaries and required benefits for general and special education teaching positions, schoolwide science textbooks, repairs to educational equipment, citywide tests, Tech XL Network support and leasing, choir program, schoolwide supplies, and furniture.</li> <li>* Gompers School actively identifies and pursues opportunities for outside funding and partnerships, and maintains focus on the use of these resources to help meet students and staff needs including partnerships with the Chicago Children's Choir, Metropolitan Family Services Community Schools Program and MFS support for 8th Grade students College Tour; Steady Grow Pro</li> </ul>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>* Gompers School seeks the best candidates for staffing by first looking at the work of teachers who currently substitute teach in our classrooms. Teacher candidates and other staff categories are interviewed with an emphasis on their references, past work experiences, lesson demonstrations, philosophy, commitment, and results oriented work.</li> <li>* Sometimes teachers and other staff are brought into the selection/interview process.</li> </ul>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>* Gompers School provides for teacher collaboration before school, discretionary funded after-school collaboration, grade level/departmental meetings which include cross-grade collaboration as well as special education/general education teacher collaboration; multi-teacher parent/student conferences when necessary.</li> <li>* All grade level and department teams are represented on the ILT which meets regularly.</li> <li>* Struggling students receive structured intervention primarily during reading periods through push-in by our principal, assistant principal, counselor; and art, music, and physical education teachers.</li> </ul>	

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

Gompers School will graduate all students, including those with special needs, prepared for success in high school and beyond. Through an emphasis in literacy, mathematics, science, social science, fine arts, technology, and social emotional and physical development, our students will develop the skills, knowledge, attitudes, and values that will empower them to take an active role in their learning, become critical thinkers, and contribute productively to the community.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Align performance expectations, assessments and materials across grade levels with school-wide tests from the same publisher and with the Common Core State Standards.  Differentiate instruction and Implement backward approach to planning by planning assessments first.	Produce relevant and reliable data to further drive instruction and deliver the rigorous instruction required for the CCSS.  Improve teaching for learning, address individual student needs including Tier II and Tier III students.
2	Provide for grade level team/departmental collaboration in and across grade levels.  Share and evaluate intervention techniques by seeking assistance from colleagues via email, Staff Bulletins, Professional Development sessions, and focused/selected journal articles.	Plan weekly instruction and analyze student assessment data for improved curricular integration and smooth transition from grade to grade in all subjects.  Improve teacher efficacy, best practices, and communication; and knowledge/familiarity with the CCSS.
3	Convene ILT in bi-weekly meetings with focused agenda.  Provide improved Professional Development activities.	Focus school-wide on analyzing student data, alignment of resources, targeted teacher and student support.  Enhanced staff buy-in to paradigm changes, ownership; more rigorous curriculum.

4	<p>Provide high quality instruction in the fine arts.</p> <p>Continue and expand student participation in Drum-Line.</p> <p>Continue and expand student participation in Color Guard.</p>	<p>Increase student overall academic achievement with a focus on college and career.</p>
5	<p>Decrease out-of-school suspensions.</p>	<p>Increase student overall academic achievement by ensuring that students are in school regularly and prepared to learn.</p> <p>Decrease incidences of misconducts.</p> <p>Improve teacher classroom management skills.</p> <p>Continue 4th Grade and Transfer-ins Transition Program.</p>



### 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
Align performance expectations, assessments and materials across grade levels with school-wide tests from the same publisher and with the Common Core State Standards.  Differentiate instruction and Implement backward approach to planning by planning assessments first.	Produce relevant and reliable data to further drive instruction and deliver the rigorous instruction required for the CCSS.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Determine through audit of Math and Reading texts in each classroom the best materials/texts aligned to CCSS and/or provide/create assessments that are consistent with content/skills taught.	Instructional Materials	All	Administration Teachers	Summer 2012	Summer 2012		
Create a Pacing Guide and Curriculum Mapping for each grade level for Reading and Math.	Instructional Materials	All	Teachers	Summer 2012	Summer 2012		
Place students in RTI and Flexible Differentiated Instruction Groups.	Instruction	All	Teachers	Quarter 1	On-going		
Phase students into Common Core State Standards on Study Island.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Post computer keyboard charts in all classrooms and encourage memorization.	Equipment/ Technology	All	Administration Teachers	Quarter 1	On-going		



**Strategic Priority 1**




### 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
Provide for grade level team/departmental collaboration in and across grade levels.  Share and evaluate intervention techniques by seeking assistance from colleagues via email, Staff Bulletins, Professional Development sessions, and focused/selected journal articles.	Plan weekly instruction and analyze student assessment data for improved curricular integration and smooth transition from grade to grade in all subjects.  Improve teacher efficacy, best practices, and communication; and knowledge/familiarity with the CCSS.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule common planning time for Grade Level/Department teams.	ILT/ Teacher Teams	All	Administration	Summer 2012	Quarter 1		
Submit Grade Level/Department reports bi-monthly detailing instructional activities, academic discussions, and planned events.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Submit best practices and seek assistance from colleagues via email, Staff Bulletins, and Professional Development activities.	Equipment/ Technology	All	Teachers	Quarter 1	On-going		
Compare and contrast each of the standards noting what students are expected to know and do; and the level of Blooms Taxonomy featured.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
Determine instructional rigor in Lesson Plans and create activities for teachers to replicate in classroom.	Instruction	All	Administration	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
Convene ILT in bi-weekly meetings with focused agenda.	Focus school-wide on analyzing student data, alignment of resources, targeted teacher and student support.
Provide improved Professional Development activities.	Enhanced staff buy-in to paradigm changes, ownership; more rigorous curriculum.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule ILT meetings and plan agendas with focus on teaching for learning as determined by student assessment data.	ILT/ Teacher Teams	All	Administration	Summer 2012	On-going		
Create a Teacher Resource Room supplied with resources and materials emphasizing ELA and Math.	Instructional Materials	All	Administration	Summer 2012	Quarter 1		





### 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
Provide high quality instruction in the fine arts.  Continue and expand student participation in Drum-Line.	Increase student overall academic achievement with a focus on college and career.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Incorporate fine arts (music, visual arts) activities across the curriculum.	Instruction	All	Arts and Classroom Teachers	Quarter 1	On-going		
Improve quality of student music performances.	Instruction	All	Music Teachers	Quarter 1	On-going		Student performance uniforms, musicianship, performance discipline
Improve quality of student visual arts displays.	Instruction	All	Visual Arts Teacher	Quarter 1	On-going		Quality of student presentations, quality of displays
Increase number of student visual arts presentations (participation).	Instruction	All	Visual Arts Teacher	Quarter 1	On-going		
Provide fine arts cross-curricular professional development to classroom teachers.	Professional Development	All	Arts Teachers	Summer 2012	On-going		
Provide for students to sing in choir.	Staffing	Other student group	Administration Choir Instructor	Quarter 1	On-going		Chicago Children's Choir
Increase number of students participating in Recording Studio.	Instruction	Other student group	Music Teacher	Quarter 1	Quarter 1		
Continue student Drum-Line participation.	Instruction	All	Music Teacher	Quarter 1	On-going		
Expand Color Guard to include 4th and 5th grade students.	Instruction	Other student group	Physical Education Teacher	Quarter 1	On-going		



Strategic Priority 4

Strategic Priority 4							

**Strategic Priority 5**

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

Strategic Priority Description	Rationale
Decrease out-of-school suspensions.	Increase student overall academic achievement by ensuring that students are in school regularly and prepared to learn.  Decrease incidences of misconducts.

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize CHAMPS classroom management strategies more consistently.	Instruction	All	Teachers	Quarter 1	On-going		
Utilize Calm Classroom activities more frequently.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Continue teacher contact with parents and recording of contacts in Communication Logs.	Parental Involvement	All	Teachers	Quarter 1	On-going		
Continue and increase parent/student/teacher/administrative conferences.	Parental Involvement	All	Teachers	Quarter 1	On-going		
Continue before-school basketball/recreation program.	After School/ Extended Day	All	Teachers	Quarter 1	On-going		
Continue incentives and awards for good behavior.	Instructional Materials	All	Teachers	Quarter 1	On-going		



Strategic Priority 5
