CIWP

2012-2014 Continuous Improvement Work Plan

William P Gray Elementary School

O'Hare Elementary Network

3730 N Laramie Ave Chicago, IL 60641

ISBE ID: 150162990252226

School ID: 609949

Oracle ID: 23401
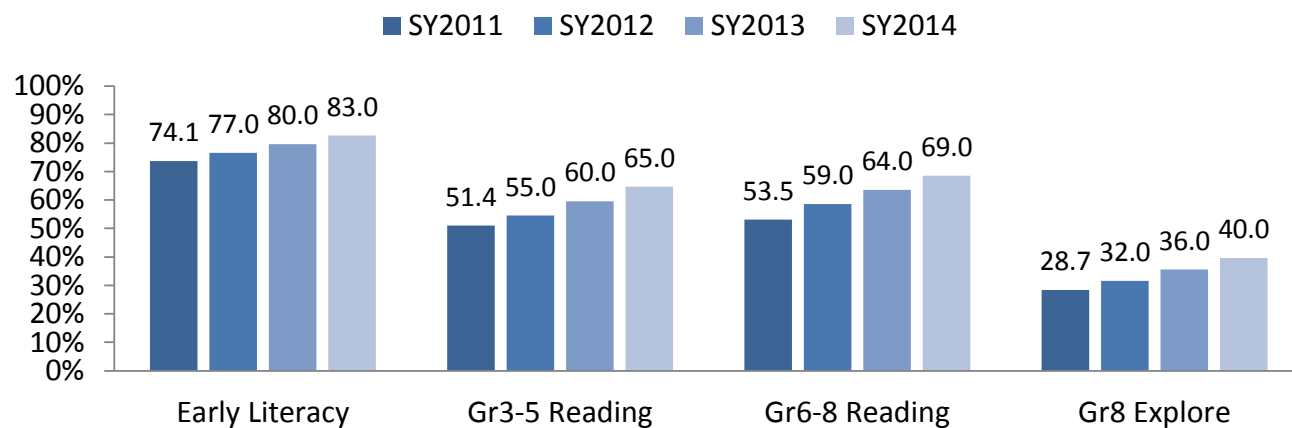
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Mission Statement

It is the mission of William P. Gray Elementary School to:

- Provide all children with a safe and productive learning environment
- Prepare children to meet the challenges of the future
- Through the use of best practices in delivering instruction in reading, math, science and all other areas
- By providing appropriate curriculum materials for all learners
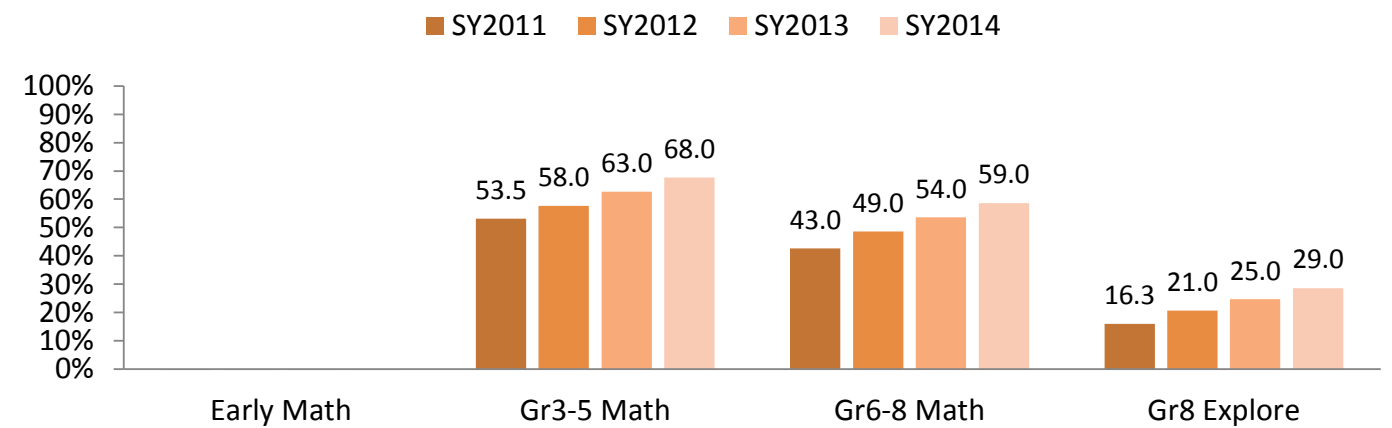
Strategic Priorities

1. College and Career ready-Math

   1. Teach to One will provide individual math instruction to students based on beginning of the year screeners and progress monitoring for grades 6, 7 and 8.

2. College and Career ready-Reading

   1. Provide reading intervention to students flagged on beginning of year screeners and progress monitoring.

3. College and Career ready -Technology

   To integrate technology into instruction in order to prepare students for college and career readiness in the 21st century.

School Performance Goals

Literacy Performance Goals

SY2011 SY2012 SY2013 SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	74.1	51.4	53.5	28.7
SY2012	77.0	55.0	59.0	32.0
SY2013	80.0	60.0	64.0	36.0
SY2014	83.0	65.0	69.0	40.0

Math Performance Goals

SY2011 SY2012 SY2013 SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011		53.5	43.0	16.3
SY2012		58.0	49.0	21.0
SY2013		63.0	54.0	25.0
SY2014		68.0	59.0	29.0

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:	William P Gray 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
Mrs. Sandra Carlson	Principal
Mrs. Goldie Keilin	Assistant Principal
Ms. Luz Trevino	Assistant Principal
Liza Pappas	Other
Victoria Tomko	ELL Teacher
Claudia Villagomez	Lead/ Resource Teacher
Margaret Sandiford	Classroom Teacher
Leah McDonnell	Classroom Teacher
Jennifer Serafin	Lead/ Resource Teacher
Jeanette Rocuant	Classroom Teacher
Adalberto Pena	Classroom Teacher
Sarah Gibbs	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
Early Literacy % of students at Benchmark on DIBELS, IDEL	74.1	77.0	80.0	83.0		**Early Math** % of students at Benchmark on mClass	NDA	na	na	na

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.4	55.0	60.0	65.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	53.5	58.0	63.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.1	70.0	73.0	76.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	77.5	80.0	83.0	86.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	53.5	59.0	64.0	69.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	43.0	49.0	54.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.1	73.0	76.0	79.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.0	64.0	67.0	70.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	28.7	32.0	36.0	40.0		**Explore - Math** % of students at college readiness benchmark	16.3	21.0	25.0	29.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	95.6	95.6	95.6	**Misconducts** Rate of Misconducts (any) per 100	5.9	5.0	4.5	4.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	76.8	77.8	78.8	79.8		**ISAT - Reading** % of students exceeding state standards	19.4	24.0	29.0	34.0
ISAT - Mathematics % of students meeting or exceeding state standards	86.7	87.7	88.7	89.7		**ISAT - Mathematics** % of students exceeding state standards	26.1	31.0	36.0	41.0
ISAT - Science % of students meeting or exceeding state standards	77.6	78.6	79.6	80.6		**ISAT - Science** % of students exceeding state standards	14.8	19.8	24.8	29.8

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**
DIMENSION 1:Leadership	• 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.	*As a school we have looked at our student growth and have adjusted our targets for all students who are at below grade level to have a new growth of 1 1/3. * RtI (Response to Intervention) is in place to close the achievement gap. * As support when students exit the bilingual program they enter a transitional reading program supported by teachers with expertise in teaching English as a new language.	
	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, the staff and the school share a vision, participate in professional development and have closely linked expectations for the students that is consistently focused on college and career readiness. * The school-wide focus comes from bi-weekly data meetings where student growth, lesson plans and the overall achievement of the school is discussed, dissected and challenged at each meeting and each day of school. * There are many school events in which the principal extends the information through parent calendars, newsletters and the school website including Technology Night, Art Night, BAC (Bilingual Advisory Committee) meeting, Parent/Student Book Club.	

Date Stamp November 22, 2012

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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	* 11 members of the ILT (Instructional Leadership Team) * Rti Team * Committee membership * Mentoring Teachers * Grade Level Teams * Core Subject Teams * CIWP (Continous Improvement Work Team) Team * Union representative * Teachers are enouraged to share learning about effective practice from PD or visits to other schools. * Each teacher has equity of voice at grade level and whole staff meetings.	

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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 represents members from the BLT (Bilingual Lead Teacher), Math/Science Core, Primary, Intermediate and Upper Grades, Sp. Ed (Special Education) department, Technology and administration. * The ILT Team works with the staff to create meaningful communication to share and express the needs and concerns of the school. * The ILT along with the RtI Team periodically analyzes the school data: NWEA andbformative assessments to make adjustments to the school's plan to contintue to reach the academic needs of the students.	
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.	* Data meetings are conducted bi-weekly.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• 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 use planning time to map out scope and sequence using the Common Core Standards in all subject areas. *Teachers use their planned scope and sequence to align instruction for the year. *Teachers plan differentiated lessons using appropriate texts and materials which align with their scope and sequence. *Support staff which includes, Special Ed, ELL (English Language Learners), RtI and tutors plan using Common Core Standards which promote student growth in content knowledge and skills.	
	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).	*Grade levels use instuctional materials that are aligned with the Common Core Standards. *Instructional materials support Tiers I, II, and III. *Teachers use leveled texts to differentiate reading instruction.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**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.	*Teachers are able to analyze their NWEA data after the assessment is scored. *Each grade level uses assessment as well as data, formative and summative to drive instruction and group students. *ELL, Sp. Ed and RtI teachers use data to accommodate and modify instruction for all Tiers. *Appropriate accomodations are provided for ELL and Sp. Ed students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**4**
• 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.	*Common Core Standards are used to purposefully communicate objectives to students. *Teachers use higher order questions to enhance critical thinking skills in their students. *Each teacher scaffolds instruction using differentiated materials and strategies. *Teachers progress monitor their students weekly and bi-weekly to assess progress and guide instruction. *Teachers utilize Bloom's Taxonomy and Hess' Matrix to plan and implement instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• 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.	*Universal Screeners are administered 3 times a year to all students K-8. DIBELS Benchmark and NWEA. *Tier 3 students 1st-8th receive 30 additional minutes outside of their core reading block with an RtI interventionist. *Tier 2 and Tier 3 students are Progress Monitored bi-monthly: DIBELS, Running Records, Aimsweb. * Students identified as "intensive" on DIBELS receive Kindergarten tutoring outside their regular school day.	
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.	* The PD calendar is being formulated in the Spring for the following school year based on the end results of data meetings, school needs and growth goals. *Professional Learning committee -Common Core -Danielson Framework -Compass Learning *Ongoing PD on NWEA Descartes *Technology PD: Promethean Boards, ELMOs, iPads, iPods	

Professional Learning (vertical label on left side of table)

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DIMENSION 3: I	*Grade-level and/or course teams*	--->		**4**
	• 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.	*Grades 1-5 meet at weekly grade level meetings *Grades 6-8 meet in common subject area meetings *Bi-weekly data meetings engage teams in evaluating student progress. *Teacher reflection after data meetings *All Sp. Ed children (4th -8th grades) are included in general education classrooms *Each grade level has a Sp. Ed expert *Agenda for team minutes is based on bi-weekly data meetings.	
	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 given a mentor and are encouraged to participate in a school-wide support group. * Teachers are sent for STEM initiative workshops * Teachers receive regular and insightful feedback from administrators and peers. * Teachers are encouraged to implement new knowledge acquired through professional development. * Peer observations and coaching are encouraged. * All bilingual teachers must attend four workshops per year. * We have 16 Nationally Board Certified teachers who provide support and feedback. * Teachers are encouraged to collaborate with colleagues through grade level and content level meetings.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	--->		**4**
	• 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	* Columbia College TEAM meetings: 7th & 8th grade multi-medium, cross-curricular education * Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. * IMSA (Illinois Math and Science Academy) is an accelerated math and science program held after school for students in grades 4 through 8. * Accelerated classes for grades 6th-8th prepares students for college and career ready. *Student Council provides opportunites for developing leadership and offering students a voice in their school. * Working with Common Core to increase rigor(Professional Development)	
	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.	*Uniform Discipline Code/Due Process * Teachers offer additional help before and after school * Total inclusion in intermediate and upper grades 4-8: sports and after school programs. * Translate all letters and notes in native languages (Spanish/Polish/Arabic) * There is a relationship with the coaches and the classroom teachers. Team effort between sports and academics *Offer of multi-language books: Spanish/Polish/Arabic in the library * Interpreters available for non-English speaking parents	
	Behavior& Safety	--->		**2**
	• 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.	* Progressive discipline provides alternative approaches to discipline. * Teachers supervise students at all times	

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DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• 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.	* NCLB Parent Committee * BAC * Summer Literacy Workshops * LSC * 8th Grade Parent Meetings * Alderman * Columbia Collge * Loyola * Golden Apple Students * Open house first weeks of school * Assemblies/workshops: art night, tech night, celebrate with books night, parent workshops.	
	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.	* Calendar-monthly * Website-grade level page, general info * Newspaper * Classroom newsletters * Emails * Voicemail * Conferences * Timely correspondence * Flyers sent home in Spanish, English, Polish and Arabic * Surveys* Marquee outside of school *Phone calls home * LSC meetings open to parents	
	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.	* NCLB * Volunteering and Field Trip volunteers * BAC *Parents invited to assemblies *Art Show * Summer Literacy Workshops for Parents * Celebrate with Books Day *Student Council sponsored activities *Halloween Parties * Harry Potter Night *Nutrition classes for parents * Parent/Student Book Clubs * Technology Night * Differentiated activities for parents * IMSA Parent Night * Principal involved with BAC/NCLB (No Child Left Behind) meetings * Computer Lab/Library available for parents * Principal has an open door policy	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support -->			**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	* Principal and Assistant Principal visit students' homes to offer support. * Referrals to various agencies in the community such as Lutheran Services, Friends of Portage Park Metropolitan Services, Illinois Masonic Behavioral Center, YMCA, Northwest Neighborhood Federation.	
College & Career Exploration and election -->			**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	*Explore test interest inventory *High School Fair/Night * 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.	
Academic Planning -->			**4**
• 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.	*Columbia College/Project TEAM Grant 7th and 8th grade students and teachers work with a college instructor, attend field trips, sit in on college classes, interact with college students while completing academically rigorous projects. * School provides algebra instruction to our advanced math learners. * Gray school has created Accelerated Math and Science classes at the 6th, 7th and 8th grades. *Gray has technology! 3 computer labs, 3 iPad carts and 3 laptop carts, 100 iPods, 40 laptops in library.	
Enrichment & Extracurricular Engagement -->			**4**
• 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.	*Gray school will proudly serve as a Teach to One School next year which will provide a unique opportunity to teach and learn math in a new and challenging way. *Gray school offers many sports teams, clubs and organizations	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	* Explorer Exam for 8th grade * IMSA is a STEM program designed for accelerated students in grades 3-8.	
	College & Career Admissions and Affordability	-->		**2**
	• 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.	*High school fair *High school information night *Exposure to many colleges posted around the school *8th grade teachers have a unit on college readiness	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	* 8th grade parent nights * High school recruiting fair * Step-Up program for Kindergarten * Pre-School for All	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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.	* School discretionary funding is very closely linked to supporting our school goals. The purchase of Promethean Boards has updated classroom instruction and has provided tools to help create a 21st Century learning environment. * More than 90% of our students are eligible for free or reduced lunch. *Attainment of Teach to One Grant.	
	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.	* Due to our university partnerships with Loyola, Northeastern and DePaul 50% of the teachers we hire have been observed in the classroom, and have learned our culture and the committment to excellence we have here at Gray. * Multistep interview process	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	* The school schedule is based on the student needs and the school-wide goals. The Teach to One priority along with the needs of the longer school day also help to make our schedule a "right fit". * The school schedule allows for weekly grade level meetings along with weekly common subject meetings coupled with the bi-weekly data meetings. *RtI is in full force accomodating all students outside of their core instruction block to allow for more on task minutes in reading.	

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

It is the mission of William P. Gray Elementary School to:
- Provide all children with a safe and productive learning environment
- Prepare children to meet the challenges of the future
- Through the use of best practices in delivering instruction in reading, math, science and all other areas
- By providing appropriate curriculum materials for all learners

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	College and Career ready-Math 1. Teach to One will provide individual math instruction to students based on beginning of the year screeners and progress monitoring for grades 6, 7 and 8. 2. Increased time for math. 3. Teachers deliver Common Core aligned math instruction supported by high quality materials. 4. Support math instuction through technology - ex. ST Math, Compass Learning, Brain Pop, etc.	1. Scores for our upper grades have flat lined. 2. Full day schedule. 3. Need to implement rigorous math cirriculum. 4. Technology -ST Math, Compass Learning, Brain Pop, etc.
2	College and Career ready-Reading 1. Provide reading intervention to students flagged on beginning of year screeners and progress monitoring. 2. Teachers will deliver Common Core aligned literacy instruction supported by high quality texts and materials. 3. Differentiation for reading is addressed by flexible grouping of students based on ongoing standardized and teacher-created assessments. Bilingual and special needs students are included in the mix.	1. Since 46.5% of the students are not at or above grade level, improving our intervention methods will ensure student growth in reading proficiency. 2. We have the need to implement a rigorous reading curriculum as we have below 28.5% meeting literacy growth targets in all grades. 3. We have students who are not at or above grade level who need differentiation and those who are exceeding grade-level expectations also need differentiation.

3	College and Career ready -Technology To integrate technology into instruction in order to prepare students for college and career readiness in the 21st century. 1. Time spent with technology will increase. 2. Technology will aid in the implementation of differentiation and flexible grouping. 3. Teachers integrate technology to align with Commmon Core Standards. 4. Technology will support the implementation of the middle school math program - Teach to One	1. Full day schedule increases time spent with technology. 2. Use of technology will increase teacher flexibility for grouping possibilities and addressing the needs of all students. 3. Technology is an integral component of 21st Century skills needed for college and career readiness. 4. Personalized curriculum is adaptive and fills in instructional gaps for each child.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
College and Career ready-Math 1. Teach to One will provide individual math instruction to students based on beginning of the year screeners and progress monitoring for grades 6, 7 and 8. 2. Increased time for math.	1. Scores for our upper grades have flat lined. 2. Full day schedule. 3. Need to implement rigorous math cirriculum. 4. Technology -ST Math, Compass Learning, Brain Pop, etc.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Teach to One	Instruction	All	6-8 Grade Math/Technology teachers	On-going			
Reorganization of the schedule to accommodate increased math time and common time for math instruction for 6th, 7th and 8th grades.	Other	Other student group	ILT, 6-8 grade teachers, administration	Summer 2012			
Conduct and audit of existing texts/curriculum to ensure Common Core alignment and, if necessary, invest in additional supplemental materials.	Instructional Materials	All	Every teacher	On-going			
Increase student participation in ST Math and Compass Learning. Our completion rate is 46.5% for ST Math and we hope to see a rate of 50% completion rate by SY 2012.	Instruction	All	All Math teachers, Technology teachers	Quarter 1			

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
College and Career ready-Reading 1. Provide reading intervention to students flagged on beginning of year screeners and progress monitoring. 2. Teachers will deliver Common Core aligned literacy instruction supported by high quality texts and materials. 3. Differentiation for reading is addressed by flexible grouping of students based on ongoing standardized and	1. Since 46.5% of the students are not at or above grade level, improving our intervention methods will ensure student growth in reading proficiency. 2. We have the need to implement a rigorous reading curriculum as we have below 28.5% meeting literacy growth targets in all grades.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RtI, Kindergarten Tutoring, DIBELS, ACCESS (K-2). NWEA-Growth Targets/ISAT/ACCESS (6-8)	Instruction	All	Every Teacher	On-going			
Professional development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade level.	After School/ Extended Day	All	Every Teacher	On-going			
2b. Conduct an audit of existing texts/curriculum to ensure Common Core alignment and, if necessary, invest in additional supplemental materials.	Instructional Materials	All	Every Teacher	On-going			
To ensure that at least 60 % of the children who are at the 50th percentile or higher on NWEA will meet their growth targets and 60% of the children at the 65th percentile or higher will meet their target growths.	Instruction	All	Every Teacher	On-going			
Flexible groups for instruction will help children meet these goals.	Instruction	All	Reading teachers	On-going			

Strategic Priority 2

William P Gray Elementary School

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
College and Career ready -Technology To integrate technology into instruction in order to prepare students for college and career readiness in the 21st century. 1. Time spent with technology will increase.	1. Full day schedule increases time spent with technology. 2. Use of technology will increase teacher flexibility for grouping possibilities and addressing the needs of all students. 3. Technology is an integral component of 21st Century skills needed for college and career readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. More time spent with the technology teacher.	Instruction	All	Scheduling, Technology Teacher	On-going			
1b. Use of iPads, iPods, Promethean Boards.	Instructional Materials	All	All Teachers	On-going			
1c. Compass Learning, ST Math, Brain Pop	Instructional Materials	All	All Teachers	On-going			
2a. Compass Lerning, Brain POP, ST Math	Instructional Materials	All	All Teachers	On-going			
2b. Promethean Boards, iPads, iPods, laptops and netbooks	Instructional Materials	All	All Teachers	On-going			
3a. Promethean Boards, Netbooks, iPads, iPods, laptops and computer labs.	Instructional Materials	All	All Teachers	On-going			
4a. Ongoing individualized assessments.	Instruction	All	All Teachers	On-going			
4b. Adapting the curriculum to the individual child.	Instruction	All	All Teachers	On-going			
4c. Increase flexibility of math grouping based on individual needs presented through various media and modalities. (Promethean Board, computers, Live Remote Tutoring, Virtual Instruction).	Instruction	All	All teachers	On-going			

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps