



2012-2014 Continuous Improvement Work Plan

John Milton Gregory Elementary School

Garfield-Humboldt Elementary Network

3715 W Polk St Chicago, IL 60624

ISBE ID: 150162990252230

School ID: 609954

Oracle ID: 23441



Mission Statement

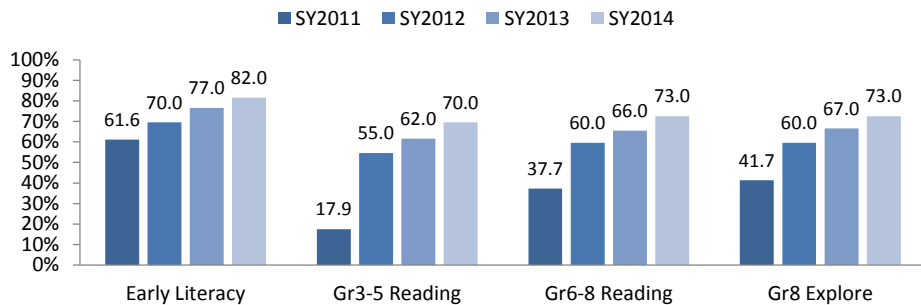
The mission of John Milton Gregory Academy is to provide every student with rigorous learning experiences with the expectation of high student achievement, college and career readiness. We will ensure that all of our students achieve to the best of their ability by implementing a curriculum that is rich in reading, math, engaged activities, technology, and that is inclusive of the needs and aspirations of the community.

Strategic Priorities

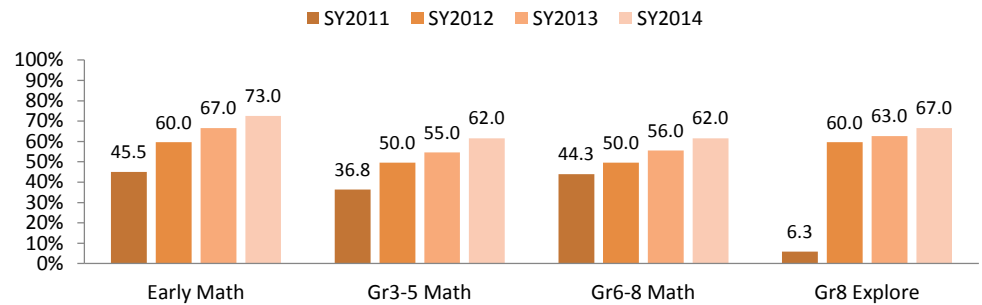
1. Integrate Common Core Reading into grades K-8 Curriculum materials and lesson plans.
2. Increase the amount of rigor and data driven instruction in all classes
3. Integrate technology throughout the curriculum
4. Expand staff and student health and wellness initiatives to focus on nutrition and fitness
5. Continue to increase our student attendance rate

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	John Milton Gregory 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
Donella Carter	Principal
Daphne Islam-Gordon	Assistant Principal
Toni Yarber-Porter	Special Education Faculty
April Trentham	Lead/ Resource Teacher
Marsheila Emery Vaughns	Classroom Teacher
Mercedes Kuehner	Counselor/Case Manager
Brenda James	Community Member
Dawn Wright	Classroom Teacher
Felicia Epting	Lead/ Resource Teacher
Ericka Jenkins	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	61.6	70.0	77.0	82.0		Early Math % of students at Benchmark on mClass	45.5	60.0	67.0	73.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.9	55.0	62.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.8	50.0	55.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.3	70.0	77.0	85.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.8	73.0	77.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.7	60.0	66.0	73.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.3	50.0	56.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	77.9	83.0	86.0	89.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.1	73.0	76.0	79.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	41.7	60.0	67.0	73.0		Explore - Math % of students at college readiness benchmark	6.3	60.0	63.0	67.0



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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	95.2	95.5	96.0	96.5					
					Misconducts Rate of Misconducts (any) per 100	3.2	3.0	2.7	2.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	77.1	82.0	86.0	90.0		ISAT - Reading % of students exceeding state standards	19.5	21.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.5	85.0	88.0	90.0		ISAT - Mathematics % of students exceeding state standards	24.2	27.0	30.0	33.0
ISAT - Science % of students meeting or exceeding state standards	83.6	85.0	88.0	90.0		ISAT - Science % of students exceeding state standards	42.5	45.0	48.0	52.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory has established a clear theory of action, a plan of implementation, and measurable student goals; student learning contracts, student data action forms, mastery skill forms, benchmark and standardized test data compilation, and ALO learning software data for narrowing the achievement gap. However we are still improving our college and career readiness of all students at the school, grade, and classroom levels. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Principal creates a professional learning environment that focuses on opportunities for growth in content knowledge and leadership for teachers using information from teacher team meetings. Many school-wide events such as Learning Contract Day, Curriculum Night, Literacy Night, Community and Neighborhood Canvassing and Gregory Involvement Fairs engage families and community through which school performance and clarity of student learning goals are shared. University partnerships with DePaul University and University of Illinois expose students to college and career readiness and preparation. <ul style="list-style-type: none"> Appropriate professional development to increase teacher knowledge in needed areas. Principal holds one-on-one teacher meetings with new and tenured staff. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl 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 	<ul style="list-style-type: none"> • Teachers are vested in the success of the school and perform many leadership duties: teachers have cycle leaders to go to for support with data, review, instructional strategies, and classroom management assistance. <ul style="list-style-type: none"> • New teachers are assigned a teacher mentor. • Case manager works closely with teachers to develop learning plans or strategies for struggling students. • The librarian works as the school grant writer. • Teachers work with outside resources to support and encourage students academically and socially. • Teachers are also encouraged to share in Professional Development Workshops. • Teachers have equity of voice in ILT membership, on Grade Cycle Teams, Rti teams, Committee Chair, Curriculum Teams, Data team, Mentor Teachers, Coaching Sessions, Family liaison, SIPAAA/CIWP, Union representative and Grant Writing. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> • 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. 			3
<ul style="list-style-type: none"> • 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 			
<ul style="list-style-type: none"> • Gregory's ILT encompasses teachers and administrators who are knowledgeable and possess a skill level in decision-making for students and staff. • Improving teaching and learning school wide through professional development and on-going coaching is priority. • Two-way communication, regular reflection and regularly analyzing school-wide data, when looking at the team's progress and the goals of the school take precedence. <ul style="list-style-type: none"> • The ILT's team help determine the professional development for each cycle, primary, intermediate, and upper, and for whole staff. • The curriculum and instructional coach works closely with classroom teachers with modeling lessons, coaching teachers, monitors data, as well as working with small groups, as needed. 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> • 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. 			
<ul style="list-style-type: none"> • Gregory regularly analyzes data weekly & biweekly which is relative to the school's theory of action. • Strategies: monitoring plans, classroom visitation notes, contracts and action plans are utilized to ensure that monitoring and adjustments are done at the classroom, grade cycle and at the school level to ensure that support is given to teachers and students. 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Each Gregory grade level team has a year-long scope and sequence that maps out Common Core and Connected Curriculum. Each grade level team develops and uses common units of instruction aligned to the Common Core standards. Text used for instruction exposes all students to a grade-appropriate level. Short and long term plans include the supports necessary to ensure that students with disabilities are able to gain core content knowledge and skills. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Each Gregory grade level team has set of instructional materials that are aligned with Illinois state standards. Our instructional materials include Hartcourt-Storytown, Everyday Math, Weekly Readers, and Readers Journey. Technology, such as laptops using reading and math software support all of students especially students with disabilities. 	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized in data binders and available. • Gregory assesses students in varying methods including benchmark assessments, weekly assessments including performance based and constructive responses aligned to state standards. • Assessment accommodations and modifications are in place to ensure that students with disabilities are able to demonstrate proficiency at their functional level. 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Most Gregory teachers post learning objectives, directions, and procedures. • Teachers use various levels of questioning to promote student understanding. • Formative assessment, such as weekly and five week assessments is used to monitor and guide student instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory constitutently uses RTI strategies, and various screening assessments to identify and support students in need of academic intervention. As a school we have created an intervention system through push-in support, small group instruction, and double block academic periods. Interventions are closely monitored at the ILT, teacher team and individual teacher levels so that adjustments can be made. 	
	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There is a focus plan for the school year which evolves out of our partnership with Depaul Center for Urban Education, teacher team meetings support and monitor pacing, and an annual professional development conference at which we look at our school wide priorities, progress, and goals. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers meet weekly to discuss instruction and analyze assessment data. Teacher teams share ownership for results in student learning throughout grade levels. Teams are inclusive of general education and special education teachers. Teachers have clear protocols in place for team collaborations, agendas are transmitted weekly to administration. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Instructional coaching is provided by appointed teacher leaders to ensure effective support is provided and tailored to novice and tenured teachers. <ul style="list-style-type: none"> Professional development, quality feedback, classroom visitations are ongoing from our Depaul Parntership, Administration, and teacher leaders. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We strive to build a culture around college-readiness standards; however, we received a “weak” , 39% on the My Voice, My School survey for Learning Climate. We are working to have a college readiness culture by each classroom researching and adopting a University to create college awareness and student goal setting for the future. Some opportunities for authentic college experiences are provided by our partnership with DePaul University and University of Illinois. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory staff and ancillary team strive to be adult advocates and support students in achieving their goals, however students rated teacher trust as 42% from the My Voice, My School survey. Our school has created a culture with students, parents, staff, and a community that is respectful and fair. All Students, including students with disabilities are actively engaged in the school community. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Our staff has established and maintains a safe, welcoming school environment, however 44% of students reported feeling safe in and around the school on the My School, My Voice survey. Our school has a common, consistent school-wide approach to student’s discipline that is age appropriate and meets students’ individual needs. We have a discipline referral process and a strong positive incentive program that promotes positive behavior. School expectations are clearly posted throughout the building 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory school communicates school information and expectations through a syllabus, parent handbook, school website, parent open house, monthly newsletter and school calendar, grade level and parent meetings, pre k, kindergarten, junior high, and Learning Lab (Special Education Program) orientations, new student principal orientation and academic assessment, Curriculum night. Student achievement is shared with families through distributing the School Report Card, and displaying Academic Awards. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School staff engages ongoing 2 way communication with families through Gradebook-Parent Portal, phone logs, progress reports, marquis, flyers, and parent conferencing Families can support student learning at home through online software programs, ie. Study Island. We would like to increase family participation. 	
Bonding ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory encourages an Open door Policy. Authentic and engaging activities in the school community, literacy nights, Science Fair, field trips, parent volunteer opportunities, award assemblies, talent shows, academic bowl, sight word olympics, annual gospel extravaganza, community clothes drive, canvassing, community and history museum. My School, My Data survey reported a strong 60% teacher-parent trust. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families through home visits, connecting parents to additional resources in and outside of the community, and providing family support through counseling with the school social worker. Provide clothing and other necessities to families in need and vouchers for uniform purchase. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Information and experiences are provided through partnerships with University of Illinois and DePaul University and Great Lakes Naval Base but more early exposure is needed school wide. More consistent and deeper exposure needs to be provided school wide, by inviting more professionals to our school. Learning Lab 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There has been opportunities for college and career readiness, but exposure, academic planning and participation is limited. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory offers extensive extracurricular activities based on student surveys:cooking, chess, Tai Chi, drumming, drama, dance, photography, Science Club, art, fitness, Bulls workout facility, HopSports, flag football, soccer, etc. 		

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Gregory is promoting college and career assessment through student performance on the Explore exam, more teacher planning and preparation is needed. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Transition from 8th to 9th is supported through Shadow Day, PreAlgebra and high school academic exposure. Additional grade transitions through , Grade Switch, next grade level testing ,Are You Smarter than the Next Grader?, orientations, workshops. 	

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 ----->			
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Outside funding and community partnerships are actively identified and pursued to meet student and staff needs. Discretionary spending is aligned with needs and priorities. 	
	Building a Team ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity, and scheduling priorities. Teachers are endorsed in various subject areas to meet student and school needs. Teachers undergo a rigorous multi step interview process, teach a lesson, understand how to develop an IEP, teaching philosophies align, and meet with potential grade level team members. 	
	Use of Time ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gregory does have a efficient schedule based on school and student needs. Team meetings need to be more data driven which will push intervention for struggling students. Learning Software is implemented as a structured intervention and tool to assist students. 	

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

The mission of John Milton Gregory Academy is to provide every student with rigorous learning experiences with the expectation of high student achievement, college and career readiness. We will ensure that all of our students achieve to the best of their ability by implementing a curriculum that is rich in reading, math, engaged activities, technology, and that is inclusive of the needs and aspirations of the community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Integrate Common Core Reading into grades K-8 Curriculum materials and lesson plans.	In order to prepare for CCSS student assessment by 2014 and increase student national percentile rankings.
2	Increase the amount of rigor and data driven instruction in all classes	Less than 40% of students are meeting college readiness standards by 8th grade.
3	Integrate technology throughout the curriculum	To promote interest in informational content and to decrease the digital divide schoolwide.
4	Expand staff and student health and wellness initiatives to focus on nutrition and fitness	To promote health and wellness school wide, providing us with the opportunity to apply for various grants that help support student focus on health and wellness.
5	Continue to increase our student attendance rate	In order to meet or exceed our current attendance rate of 96%



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
Integrate Common Core Reading into grades K-8 Curriculum materials and lesson plans.	In order to prepare for CCSS student assessment by 2014 and increase student national percentile rankings.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade level team.	Professional Development	All	Principal, AP	Summer 2012	Quarter 4		
Identify and invest in new instructional materials and resources for teaching and learning CCSS	Instructional Materials	All	ILT/Teacher Teams	Summer 2012	Quarter 4		
Include Reading Log in new Homework Initiative for parents to monitor students reading of authentic nonfiction texts, magazines, newspapers, online databases, etc.	Parental Involvement	All	Parents, Teachers	Summer 2012	Quarter 4		
Provide parent workshops on Common Core Curriculum, NWEA, and ISAT.	Parental Involvement	All	ILT/Teacher Teams, PAC	Summer 2012	Quarter 4		
Assess current instructional materials for all content areas to determine alignment with Common Core Standards	ILT/ Teacher Teams	All	ILT/Teacher Teams	Summer 2012	Summer 2012		
Revise classrooms syllabi to align Common Core Standards	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
Provide magazine subscription sign up to parents to receive and promote literacy at home	Parental Involvement	All	Librarian	Summer 2012	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
Increase the amount of rigor and data driven instruction in all classes	Less than 40% of students are meeting college readiness standards by 8th grade.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use assessment data to place students in Rti tiers	Instruction	All	Teacher, Counselor	Quarter 1	Quarter 4		
PD series with Dr. Radner on teaching with more rigor	Professional Development	All	Teacher	Summer 2012	Quarter 4		
Implement small group instruction, activities that employ critical thinking and problem solving, analyze and critique to communicate and create new knowledge	instruction	All	Teachers	Quarter 1	Quarter 4		
Providing complex and diverse texts for students to analyze	Instructional Materials	All	Teachers	Quarter 1	Quarter 1		
Implement performance assessments that will allow all students to manage and direct their own learning.	Instruction	All	Teachers	Quarter 1	Quarter 1		
Weekly teacher team meetings to analyze student data and collaborate plans for rigorous instruction	ILT/ Teacher Teams	All	Teachers	Summer 2012	Quarter 1		
Implement new unified Homework Initiative	Instructional Materials	All	Teachers	Quarter 1	Quarter 1		
Allow classrooms to schedule additional library periods for research and other collaborative projects	Instruction	All	Teachers, Librarian	Quarter 1	Quarter 1		
Provide more resources for students with special learning needs	Instructional Materials	All	Teachers, AP	Summer 2012	Quarter 1		



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
Integrate technology throughout the curriculum	To promote interest in informational content and to decrease the digital divide schoolwide.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Integrate Achieve 3000, Compass Learning in teaching reading, math, and science; and ST Math	Instruction	All	Teachers	Quarter 1	Quarter 4		
Students use technology to present learned information	Equipment/Technology	All	Teachers	Quarter 1	Quarter 4		
Keyboarding and computer basics skill enrichment classes	Equipment/Technology	All	Principal, AP	Quarter 1	Quarter 4		
Audiobooks accompany each literature based unit	Instructional Materials	All	Principal, AP	Quarter 1	Quarter 1		
Purchase technology instructional materials, Elmos, projectors, and Smartboards	Equipment/Technology	All	Principal, AP	Summer 2012	Summer 2012		
Teachers present instruction through technology to promote active engagement, group participation providing frequent interaction and feedback and connecting to real world experts	Equipment/Technology	All	Teachers	Quarter 1	Quarter 4		
Professional Development for teachers on enhancing teaching by use of technology	Professional Development	All	Principal, AP	Summer 2012	Quarter 1		
Technology classes during the extended day focusing on computer graphics, and video making.	After School/Extended Day	Other student group	Principal, AP	Quarter 1	Quarter 4		
Identify student leaders to assist students and staff with technology	Other	Other student group	Principal, AP, ILT, Teachers	Quarter 1	Quarter 4		
Use technology in the after-school tutoring program	After School/Extended Day	Other student group	Principal, AP	Quarter 1	Quarter 3		
Purchase textbook materials as audio to assist students with disabilities	Instructional Materials	Students With Disabilities	Principal, AP	Summer 2012	Summer 2012		



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
Expand staff and student health and wellness initiatives to focus on nutrition and fitness	To promote health and wellness school wide, providing us with the opportunity to apply for various grants that help support student focus on health and wellness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Expand school wide health fair to students, staff, parents, and community members	Parental Involvement	All	Teacher Teams, AP	Quarter 1	Quarter 1		
Increase student use of fitness center and HopSports during the Full Day	Equipment/Technology	All	Principal, AP, Teachers	Quarter 1	Quarter 4		
Host healthy food night	After School/Extended Day	All	Teacher Teams	Quarter 1	Quarter 4		
Implement tai chi and chess quarterly focus enrichment classes	Instruction	All	Teachers	Quarter 1	Quarter 3		
Continue intramural and activity clubs for all grades, cooking, salsa, yoga, 5K running club etc.	After School/Extended Day	All	AP, Teachers	Quarter 1	Quarter 4		
Increase staff participation on the Health and Wellness Committee	ILT/ Teacher Teams	All	Principal, AP, Teacher Teams	Summer 2012	Quarter 4		
Expand salad bar item variety	Supplies	All	Principal, AP	Quarter 1	Quarter 1		
Continue Asthma, Diabetes, and epipen training for staff, students, and parents	Parental Involvement	All	Counselor, Principal	Quarter 1	Quarter 1		
Increase training in defibrillator, CPR, and blood pressure checking equipment	Professional Development	All	Counselor, Principal	Quarter 1	Quarter 1		
Train teachers and staff on proper fitness center use	Professional Development	All	Principal, AP	Summer 2012	Quarter 2		



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
Continue to increase our student attendance rate	In order to meet or exceed our current attendance rate of 96%

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement Attendance Plan	Other	All	Teacher, Counselor	Quarter 1	Quarter 1		
Purchase student incentives	Supplies	All	Principal, Counselor	Summer 2012	Quarter 1		
Emphasize new earlier start time by holding rallies, canvassing, Robocalls, emails, Website	Parental Involvement	All	Principal, AP	Summer 2012	Summer 2012		
Encourage parent participation in school related events; Open House, Report Card Pick ups, Literacy Fairs, and groups; PAC, LSC	Parental Involvement	All	Principal, AP, ILT	Summer 2012	Quarter 4		
Improve Attendance Contract with parents	Other	All	Principal, Counselor	Summer 2012	Quarter 1		



Strategic Priority 5							