CIWP

Walter Q Gresham Elementary School

Englewood-Gresham Elementary Network
8524 S Green St Chicago, IL 60620
ISBE ID: 150162990252231
School ID: 609955
Oracle ID: 23451

CHICAGO PUBLIC SCHOOLS CPS

2012-2014 Continuous Improvement Work Plan

Mission Statement

The on-going mission of Walter Q. Gresham Elementary School is to develop students who are able to excel academically and socially. We strive to create and maintain a safe learning environment that ensures knowledgeable, healthy, and socially responsible students who can productively and successfully participate in the global community. We will foster positive growth in academic skills, social, emotional, physical behaviors, and attitudes which are necessary to enhance and enrich the Gresham community, the United States, and the world.

Strategic Priorities

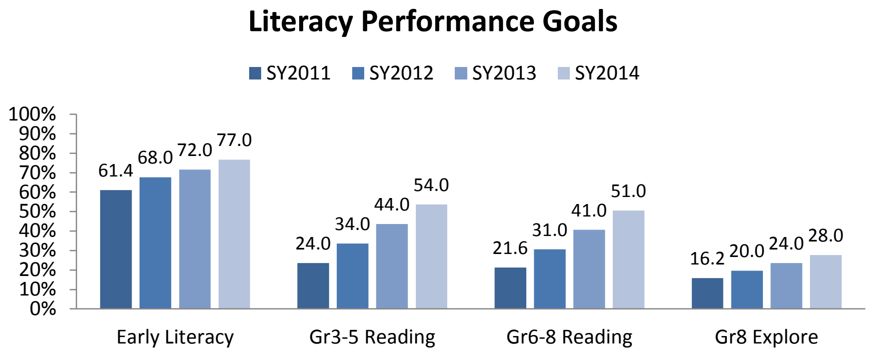
1. Provide coordinated reading interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.

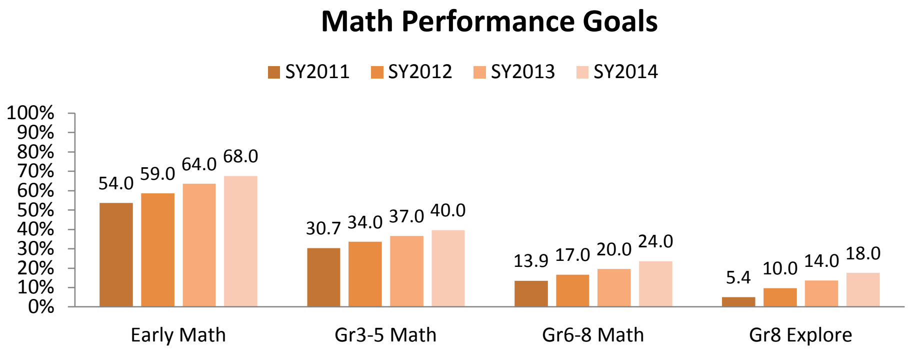
2. Increase individual planning for instruction, including development of scope and sequence, use of core specialists / team leaders to provide increased rigor to all students, including those that are scoring BELOW the standard based on formative testing administered at the start of the year.

3. Provide coordinated mathematics interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.

4. Walter Q. Gresham School will have a 20% increase in positive parental involvement in the school year 2012-13 and 2013-14.

School Performance Goals


Literacy Performance Goals


Math Performance Goals

Date Stamp November 22, 2012

CIWP

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:	Walter Q Gresham Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Dr. Diedrus Brown	Principal
Derek Alexander	Assistant Principal
Sandra Dickerson	LSC Member
Rhonda McLeod, NBCT	Special Education Faculty
Marilyn Hall	Lead/ Resource Teacher
Kay Jenkins	Classroom Teacher
Joanne Grant	Lead/ Resource Teacher
Green Moore	Support Staff
Faith Johnson, Student	Other
Demaria Dickerson, Student	Other
Aaron Tyler, Student	Other
Quinell Pugh, Student	Other

Date Stamp November 22, 2012

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	61.4	68.0	72.0	77.0	**Early Math** % of students at Benchmark on mClass	54.0	59.0	64.0	68.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.0	34.0	44.0	54.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	30.7	34.0	37.0	40.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.7	52.0	57.0	62.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.3	60.0	64.0	69.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.6	31.0	41.0	51.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	13.9	17.0	20.0	24.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.6	40.0	45.0	50.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	35.2	40.0	45.0	50.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	16.2	20.0	24.0	28.0	**Explore - Math** % of students at college readiness benchmark	5.4	10.0	14.0	18.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	97.0	98.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (any) per 100	35.4	30.0	25.0	20.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	56.6	65.0	70.0	75.0
ISAT - Mathematics % of students meeting or exceeding state standards	71.1	75.0	80.0	83.0
ISAT - Science % of students meeting or exceeding state standards	66.2	70.0	73.0	75.0

All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students exceeding state standards	7.4	10.0	13.0	15.0
ISAT - Mathematics % of students exceeding state standards	9.9	13.0	17.0	20.0
ISAT - Science % of students exceeding state standards	2.9	5.0	8.0	11.0

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.**

DIMENSION 1:Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action		-->	3
• 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.	Strengths include: Quarterly Honor's Assembly where students are recognized at four (4) different levels. The levels are: B.U.G. Roll (Bringing Up Grades), Honor Roll, High Honor Roll, and Principal's Scholar. The classroom teachers additionally recognize individual student achievement by incorporating incentives in many academic areas. The school as a whole, when planning for continuous improvement, set target student achievement goals that we aim for. Our targets usually fall between 5 and 10 percentage points higher than the year before in the key three (3) academic areas (literacy, math, and science). The counselor plans 'Career Day' where individuals from a variety of professions visit the school. On these days students get to participate in small sessions to learn about different careers to promote positive thinking about anticipating college and a career. After the analysis of data and the appropriate achievement trends are reviewed those curricular areas that reveal where the greatest need exist decisions are made to assure students receive enhanced instruction in those areas.	
Principal Leadership			3
• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Strengths include: Kids College program to provide technology based supplementary instruction; Weekly Grade cycle meetings for teacher collaboration and planning focusing on open dialogue and curriculum development; Ravinia Music partnership for student arts program; Community communications programs that include "Talkin'Tuesday" for parent communication, Bi-annual meetings with community for school data presentation; Parent Workshops for educational supports; Student presentations for post-school programs. Areas for improvement include student exposure and involvement with post-graduation programs for college. Potential partnerships with local university transition program for CPS students to college.	

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	Strengths include: Student centered End of Year activities to promote school programs and socialization; Grade level cycle meetings for curriculum and staff development promotes equality of voice for staff; Chicago Public Education Fund Grant winners for past four years; Committees for SIPAAA/CIWP, Instructional Leadership, Performance management / data analysis, RtI committee, Union representative and committee, Each staff member participates in one or more committees to promote academic and social development programs throughout the school year. Areas for improvement include increasing whole staff involvement through leadership roles and rotating leadership amongst curriculum and data analysis teams to increase staff input.

Instructional Leadership Team (ILT)	-->	3
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT strengths include diversified membership of highly qualified and experienced teachers who are actively invested in the success of Gresham School. All specialty areas, curriculum levels and special education programs are represented. Meetings are bi-monthly to facilitate instruction and to support / lead staff collaboration meetings held weekly. ILT members lead and support teacher leaders to define school-wide focus, reflection of goals and school-wide strategic focus. Grade cycle chairs, special education and specialties are members of the ILT. Areas for improvement include continuing to broaden the leadership role for all staff members and increasing opportunities for ILT members to participate in district focused objectives professional development.
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.	Strengths include on-going bi-monthly meetings ILT / PM, weekly staff meetings, weekly grade cycle meetings, and individual teacher analysis that focuses on instruction and data analysis to facilitate student growth. Adaptive district assessment components are in place to evaluate student learning and progress. Administrator, teachers and support staff engage in data analysis, plan instruction, and implement programs. Improvement areas include implementing a long-term consistent assessment program to promote student familiarity and consistency of data for evaluation.

DIMENSION 2: Core Instruction

Curriculum	--->	**2**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Strengths include best practices in curriculum development over time and use of grade-wide pacing for instruction. Materials address diverse learners and include a variety of materials and genres for student interest and learning. Instruction is aligned to the current Illinois Learning Standards and are targeting CCSS standards. Areas for growth include development and implementation of structured pacing for instruction as determined by the district that provides consistency for all students.
Instructional materials	--->	**3**
• 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).	Strengths include core texts among grade levels aligned to Illinois Learning Standards. Supplemental materials support diverse learners and teachers modify / adapt / create materials to address student need. Areas for improvement include a broader range of supplemental materials to address all student needs, including exceptional learners.

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.

Assessment	--->	**3**
• 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.	Strengths include school-wide and grade specific comprehensive assessments for screening, diagnosis, benchmark, formative, and summative evaluations to monitorindividual student learning. Data analysis is conducted during ILT meetings, staff meetings, grade level cycle meetings post assessment. Teachers assess authentic student work including constructed and performance task response. Assessments are aligned to Illinois Learning Standards. Areas for improvement include focusing on aligning / consolidating the array of district assessments to CCSS standards and current Illinois Learning Standards. In addition, providing greater flexibility in adaptations for diverse and exceptional learners in district assessments will provide accurate authentic assessment data, including growth over time for all levels of diverse learners.

Instruction	--->	**3**
• 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.	Strengths include teachers and whole-staff data analysis to monitor student growth and plan instruction. Teacher questioning is designed to engage student thinking through multiple layered questions and instruction. Teachers individually aligns and sequences instruction using current Illinois Learning Standards and addressing CCSS standards. Areas for improvement include structured communication to students of on-going learning objectives in all classes. Alignment of standards based objectives by individual teachers can be more structured and adapted for diverse learners, included sequencing and scaffolded learning processes using standards-based instruction.

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.	Strengths include school-wide training and implementation of RtI, to identify students not meeting standards and requiring interventions. Formative assessments scheduled multiple times within a given provide comparative data for intervention and identify skill individual student strengths and gaps to guide intervention. Teachers use authentic assessment, varied instruction models, and collaboration with special education specialists in the general education setting to support students in need of supplemental intervention. Progress is reviewed at a minimum monthly at grade cycle meetings, staff meetings, and with the ILT / PM teams. Areas for improvement include assessing students and implementing interventions earlier to increase success rates and team teaching to increase special education services within the general education setting.

Professional Learning

Whole staff professional development	-->	3
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Strengths include availability of district-wide professional development through the Englewood / Gresham Network and CPS University. PD is aligned to district objectives and PD is presented to staff through collaboration meetings and staff meetings. A majority of staff members actively participate in CPS sponsored and external PD pertinent to their specialties and for school-wide strategic goals. Areas for improvement include increasing the input of staff for Professional Development to increase relevance to specific school priorities.

DIMENSION 3:

Grade-level and/or course teams	-->	**3**
• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or “expert”, as appropriate. • Teachers have protocols or processes in place for team collaboration.	Strengths include ILT support and participation in grade level and staff meetings, school-wide collaboration, departmental collaboration for upper grades, grade level partnerships with general education and special education. Staff collaboration meetings are held weekly to bi-weekly to address school-wide priorities, structured data analysis, and plan short- and long-term instruction. Team leaders provide structure and protocols for sessions. Teachers and staff communicate ideas, successes, and plans for student learning growth. RtI is targeted for review every six weeks. General education and special education staff collaborate by grade level and core subject for student interventions and data collection / analysis. Team leaders provide structure for support and staff collaboration. Areas for improvement include more systematic implementation of student interventions for younger students to increase early success within the general education setting.

Instructional coaching	-->	**2**
• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Strengths include an experienced and stable staff of highly qualified and specialized teachers. Staff collaboration is provided through ILT / PM support, weekly collabrative cycle meetings and staff PD. New teachers are provided informal school-based support, including availability of an ISBE trained ICE 21 mentor. PD is directed through the district or Network for system-wide priorities. Areas for improvement include supports to broaden coaching and classroom visitation through the use of guest teacher to promote integrated staff coaching. Professional development plans need to be more individualized with access to internal and external PD that can directly impact individual and team instruction.

DIMENSION 4:Climate and Culture

High expectations & College-going culture		--->	**3**
• 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	Strengths include supports for student success post graduation in the receiving high schools and through college readiness. Gresham has a high percentage of students accepted to specialized CPS secondary schools based on student achievement. Programs and student extra-curricular activities include focusing on student achievement and leadership. Students are included in appropriate areas of planning, including past SIPAAA and current CIWP, with input from general education and diverse populations. Areas of improvement include continuing student government, partnering with local community colleges and universities to provide	
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.	Strengths include informal and formalized student mentoring for academic and social development by teaching and support staff. Implementation of district-wide PBSS supplemented the five year behavior management and social / communication program. Special education / diverse learners are included in all school-based and extra-curricular programs, and have a partnership with general education activities. Student / community culture is integrated into all decisions to provide greater supports and increase student success. Areas of improvement include school-wide consistency for behavior and socialization goals / objectives. Students should be involved in structured school-based culture such as a student intervention / judicial review program.	
Behavior& Safety		--->	**3**
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Strengths include our long-term school-based discipline and behavior program that rewards and models positive student interaction and growth. PBSS has been implemented district-wide to provide consistency and structure between schools. Administrators, teachers, and staff support and implement positive relationships with students through mentoring and individualized attention that focuses on academics and student relationships. Areas for improvement include broadening family / community partnerships to integrate positive student expectations to the	

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.	Strengths include Monthly Newsletters, Quarterly meetings for student achievement, Report card pick-up and parent meetings Talkin' Tuesday weekly informational meetings for parents, LSC meetings, Annual School Status meetings, Saturday meetings for test preparedness, and staff partnerships with the communities and families. Additional strengths include student centered meetings to disseminate information to students regarding expectations on academic standards and over-all school progress. Areas for improvement include increasing family and community participation to increase student growth and progress. Increased involvement can be achieved with greater community ties to the school.	
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.	Strengths include Monthly Newsletters, Quarterly meetings for student achievement, Report card pick-up and parent meetings Talkin' Tuesday weekly informational meetings for parents, LSC meetings, Annual School Status meetings, Saturday meetings for test preparedness, and staff partnerships with the communities and families. Additional strengths include student centered meetings to disseminate information to students regarding expectations on	
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.	Strengths include a supportive team-building approach that is implemented school-wide. Administrators, staff, and support personnel are empowered to maintain welcoming and productive ties to students, families, and the community. The Principal provides multiple opportunities for connections to the families of students through student assemblies, Ravinia Music performances, Dance recitals, sporting events, and talent shows. Areas for improvement include engaging students, parents, and the community in most after-school programs that enrich student academics.	

N 6: College and Career Readiness Supports

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.	Strengths include family and community partnerships for school-wide programs, including Talkin' Tuesday, Parent meetings, LSC, Informational meetings, and Report Card pick-up days. Specialized service team members communicate with and make appropriate visits to families whose children are at-risk of failure. Staff members provide materials, support, and connect families to available services
College & Career Exploration and election	-->	**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Strengths include college preparedness presentations starting with Kindergarten and through the grade levels. Areas for improvement include partnerships with selective college prep high schools and local universities.
Academic Planning	-->	**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Strengths include college preparedness presentations starting with Kindergarten and through the grade levels. Annual career day programs are in place for student to explore educational and career ideas. 7th and 8th grade students are provided career and college preparedness assemblies throughout the year Areas for improvement include partnerships with selective college prep high schools and local universities.
Enrichment & Extracurricular Engagement	-->	**2**
• 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.	Strengths include motivated, qualified, and diverse staff contributing to student centered programs to nurture talents and interests. End of Year activities enrich academics, After-school programs provide fine arts and academics, Kids College enhances

DIMENSIO

College & Career Assessments		---> **2**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Our students particpate in the EXPLORE Assessment. This assessment allows the students to begin thinking about college and careers. Gresham also has a 'Career Day' most years. Periodically throughout the school year individuals from various professionals visit the school and speak to different classrooms about their professional.
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.	The students and their parents/guardians are made aware of the EXPLORE Assessment. The Counselor meets with the parents/guardians at a meeting early in the school year and shares/explains what EXPLORE is all about. All students are encouraged to complete the assessment and to really think about their responses in an effort to make the assessment more valid.
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.	Strengths include upper grade meetings for transitions between departmental classes, discussions and planning for transition to high school by administration, teachers, and counselor. Focus on benchmark grades to support GenEd and SPED transitions between grades.

DIMENSION 7: Resource Alignment

Use of Discretionary Resources	--->	**3**
• 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.	Strengths include use of discretionary funds for Academic Boot Camp held on Saturdays prior to ISAT testing, community partnerships for fund raising and donations, purchase of supplemental programs such as Kids College, Measuring Up and Accelerated Reader. Staff contributions exceed limited resources. Areas for improvement include accessing appropriate funding for identified strategic priorities and diverse student needs.
Building a Team	--->	**2**
• 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.	Strengths include a stable staff with experienced specialists to identify and address student needs and school priorities. Identification of staff needs and assignment are based on school administration projected plans and student needs. Professional development and staff encourage collaboration across the curriculum. Areas for improvement include accessing appropriate funds to increase student programs and reduce class over-crowding with highly qualified staff.
Use of Time	--->	**2**
• 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.	Strengths include a stable highly qualified and experienced teaching and support staff to build relationships and address student needs to facilitate school-wide goals. Collaboration through team building, staff meetings and professional development. Use of RtI for student intervention is school-wide and structured using staff interventions and formative assessments. Areas for improvement include accessing appropriate funds and developing a school schedule to address individualized student needs. Needed flexibility in academic scheduling for diversity and

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 on-going mission of Walter Q. Gresham Elementary School is to develop students who are able to excel academically and socially. We strive to create and maintain a safe learning environment that ensures knowledgeable, healthy, and socially responsible students who can productively and successfully participate in the global community. We will foster positive growth in academic skills, social, emotional, physical behaviors, and attitudes which are necessary to enhance and enrich the Gresham community, the United States, and the world.

Strategic Priorities

#	**Priority Description:** Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide coordinated reading interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.	To increase the achievement level of all students grades K-8, including diverse learners. This will increase the percentage pf students who MEET and EXCEED the standards. The CIWP team scored a “2” on career-readiness / college bound and overall use of time sections. By coordinating interventions we will ensure focused interventions appropriate to all learners, including students at-risk.
2	Increase individual planning for instruction, including development of scope and sequence, use of core specialists / team leaders to provide increased rigor to all students, including those that are scoring BELOW the standard based on formative testing administered at the start of the year.	To increase the achievement level of all students grade K-8, including diverse learners. The CIWP team score areas of staff leadership and data analysis in the “3” range, while the areas of curriculum and instructional coaching were “2”. By increasing the team and individual planning based on specific student needs the overall achievement level of all students will increase.
3	Provide coordinated mathematics interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.	To increase the achievement level of all students grades K-8, including diverse learners. This will increase the percentage pf students who MEET and EXCEED the standards. The CIWP team scored a “2” on career-readiness / college bound and overall use of time sections. By coordinating interventions we will ensure focused interventions appropriate to all learners, including students at-risk.
4	Walter Q. Gresham School will have a 20% increase in positive parental involvement in the school year 2012-13 and 2013-14.	By increasing family and community involvement student attendance, student academic engagement and academic progress will be achieved.
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
Provide coordinated reading interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.	To increase the achievement level of all students grades K-8, including diverse learners. This will increase the percentage pf students who MEET and EXCEED the standards. The CIWP team scored a "2" on career-readiness / college bound and overall use of time sections. By coordinating interventions we will ensure focused interventions appropriate to all learners, including students at-risk.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RtI in place for all grades with monthly reviews	ILT/ Teacher Teams	All	Counselor	Quarter 1			
Formative Assessments for all students, including diverse learners and at-risk students	ILT/ Teacher Teams	All		On-going			
Common Core benchmark assessments	Instruction	All		Quarter 1			
Reading Readiness programs	Instruction	All	Reading Specialist	Quarter 1			
Measuring-Up Live	Instruction	All	Staff	On-going			
Student reader program	Instruction	All	Reading Specialist	Quarter 1			
Academic Boot camp	After School/ Extended Day	All	Principal	Quarter 2			
Professional Development	Professional Development	All	Principal, Instructional Specialists	Quarter 1			
Kids College academic program	After School/ Extended Day	All	Principal	Quarter 1			
BURST reading program	Instruction	All	Staff	Quarter 1			
Special education professional development	Professional Development	All	Special education Team	Quarter 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 individual planning for instruction, including development of scope and sequence, use of core specialists / team leaders to provide increased rigor to all students, including those that are scoring BELOW the standard based on formative testing administered at the start of the year.	To increase the achievement level of all students grade K-8, including diverse learners. The CIWP team score areas of staff leadership and data analysis in the “3” range, while the areas of curriculum and instructional coaching were “2”. By increasing the team and individual planning based on specific student needs the overall achievement level of all students will increase.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaborative team planning	Instruction	All	Teaching Staff	Quarter 1			
RtI	Instruction	All	Counselor	On-going			
Math / Science / Reading Night	After School/ Extended Day	All	Teaching Staff	Quarter 3			
Kids College	After School/ Extended Day	All	Teaching Staff	Quarter 1			
ILT/ Teacher Teams	ILT/ Teacher Teams	All	Principal	Quarter 1			
Grade level planning meetings	ILT/ Teacher Teams	All	Teaching Staff	Quarter 1			
Special education staff team	ILT/ Teacher Teams	All	Special education Teaching staff	Quarter 1			
Instructional Leaders professional development	Instruction	All	Team Leaders	Quarter 1			
Professional Development	Professional Development	All	Principal	Quarter 1			
Special education professional development	Professional Development	All	Special education Teaching staff	Quarter 1			

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide coordinated mathematics interventions to students grades K – 8 that are scoring BELOW on formative testing as indicated in the first quarter of the year. Coordination will include staff specialists, classroom instruction and administrative support.	To increase the achievement level of all students grades K-8, including diverse learners. This will increase the percentage pf students who MEET and EXCEED the standards. The CIWP team scored a "2" on career-readiness / college bound and overall use of time sections. By coordinating interventions we will ensure focused interventions appropriate to all learners, including students at-risk.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RtI	Instruction	All	Counselor	Quarter 1			
Common Core benchmark assessments	Instruction	All	Counselor	Quarter 1			
Math Tutoring	Instruction	All	Teaching staff	Quarter 1			
Measuring-up Live	Instruction	All	Teaching staff	Quarter 1			
Pre-Algebra program	Instruction	Other student group	Math Specialist	Quarter 1			
Collaborative team meetings	Professional Development	All	Principal	Quarter 1			
Academic Boot Camp	After School/ Extended Day	All	Principal	Quarter 2			
Kids College academic program	After School/ Extended Day	All	Principal	Quarter 1			
Professional Development	Professional Development	All	Principal	Quarter 1			
Special education professional development	Professional Development	All	Special Education Team	Quarter 1			

Strategic Priority 4

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

Strategic Priority Description	Rationale
Walter Q. Gresham School will have a 20% increase in positive parental involvement in the school year 2012-13 and 2013-14.	By increasing family and community involvement student attendance, student academic engagement and academic progress will be achieved.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
LSC/ PAC/ PTA	LSC/ PAC/ PTA	Not Applicable	Principal	On-going			
Student Council	Other	All	Staff Leader	Quarter 1			
Increase student attendance	Parental Involvement	All	Teaching staff	Quarter 1			
Ravinia Music program	After School/ Extended Day	All	Teaching staff	Quarter 3			
Parent / Community Volunteer team	Parental Involvement	All	Principal	Quarter 1			
Enrichment programs; sports, dance, art, music, etc.	After School/ Extended Day	All	Staff advisor(s)	Quarter 1			
Special Olympics	After School/ Extended Day	Students With Disabilities	Staff coach	Quarter 1			
Math / Science / Reading Night	After School/ Extended Day	All	Staff Leader	Quarter 3			
Increase report-card pick-up attendance to 75%	Parental Involvement	All	Principal	Quarter 2			

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