



## 2012-2014 Continuous Improvement Work Plan

## Frank W Gunsaulus Elementary Scholastic Academy

Pershing Elementary Network

4420 S Sacramento Ave Chicago, IL 60632

ISBE ID: 150162990252811

School ID: 609958

Oracle ID: 29121



### Mission Statement

The Gunsaulus community believes that all stakeholders shall collaborate to provide a student centered environment.

Our goals are to achieve academic rigor through differentiated instructional programs and develop proficiency through critical thinking, independent learning, and by creatively utilizing technology.

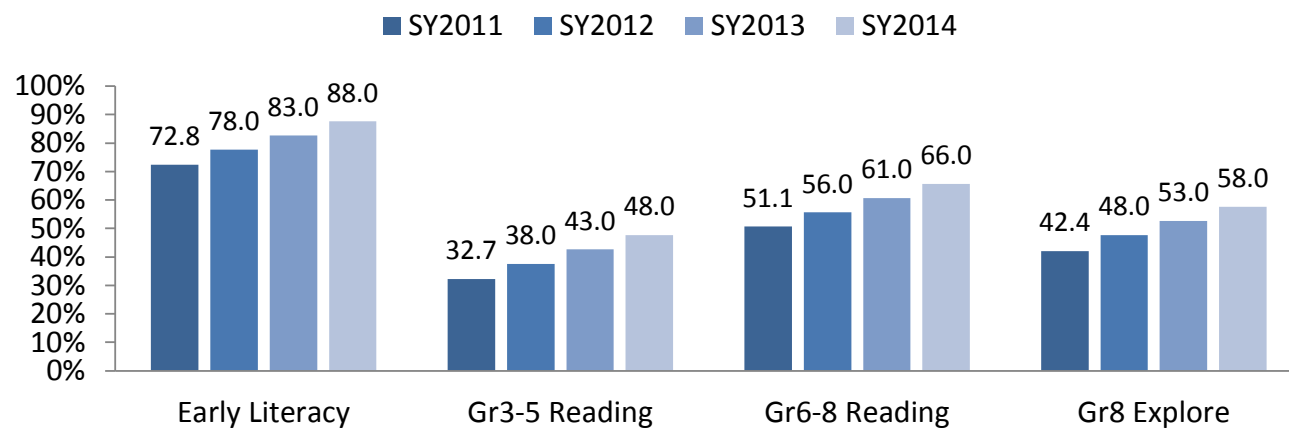
Our diverse student population, including students with alternative learning modalities and English Language Learners, will achieve academic excellence, build respectful relationships with others to solve problems collaboratively and cross-culturally.

### Strategic Priorities

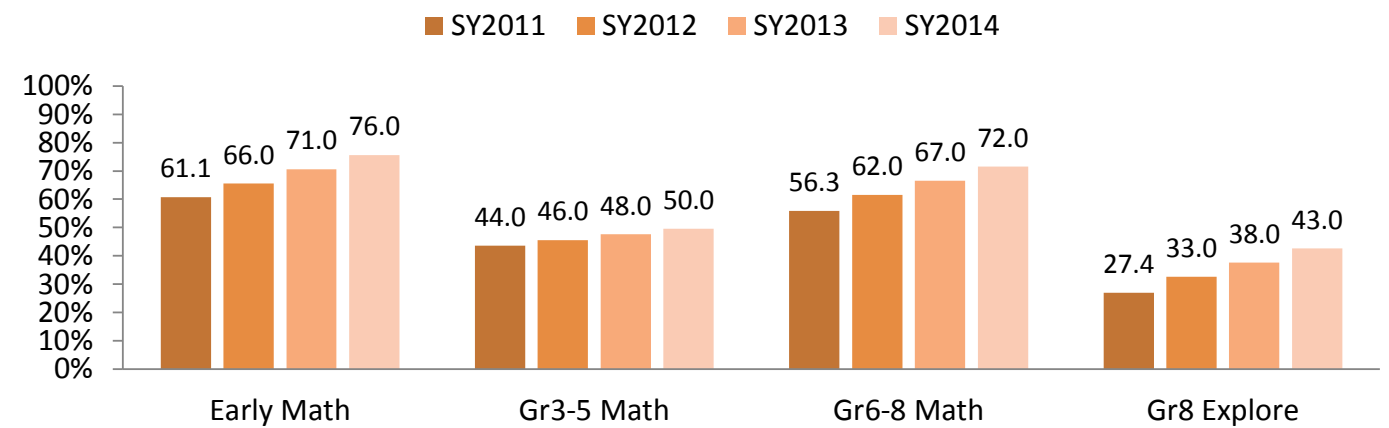
1. Literacy - Provide rigorous, high-quality, and differentiated instruction in reading and writing for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.
2. Mathematics - Provide rigorous, high-quality, and differentiated instruction in mathematics for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.
3. Science - Provide rigorous, high-quality, and differentiated instruction in science for all students with special attention to students enrichment and intervention support using the CCSS & the National Science Education Standards as guides.
4. Social Emotional Learning (SEL) - Create and enhance an optimal school learning environment where all community members are safe, respected and respectful.
5. Bilingual Education - All staff educate students that come from varied cultural, linguistic, and socioeconomic backgrounds through responsive instruction in a maintenance/late exit bilingual program that highly values the whole child and the identity they derive from the languages they they utilize with mastery.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

## School Name

To get started, please select your school's name from the drop down list:

Frank W Gunsaulus Elementary Scholastic Academy

## 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
Amy Kotz	Principal
Valeria Magden	Classroom Teacher
Nora Salinas	Lead/ Resource Teacher
Vickie Wedster	Special Education Faculty
Maria Elena Gomez	ELL Teacher
Maria Gonzalez	Classroom Teacher
Erin Winczo	Classroom Teacher
Therese Moore	Lead/ Resource Teacher
Jennifer Giffey	Classroom Teacher
Judy Esco	LSC Member



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	72.8	78.0	83.0	88.0			<b>Early Math</b> % of students at Benchmark on mClass	61.1	66.0	71.0	76.0
<b>3rd - 5th Grade</b>											
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	32.7	38.0	43.0	48.0			<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.0	46.0	48.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.2	54.0	59.0	64.0			<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	59.2	65.0	70.0	75.0
<b>6th - 8th Grade</b>											
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	51.1	56.0	61.0	66.0			<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	56.3	62.0	67.0	72.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	59.6	65.0	70.0	75.0			<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.5	62.0	67.0	72.0
<b>8th Grade</b>											
<b>Explore - Reading</b> % of students at college readiness benchmark	42.4	48.0	53.0	58.0			<b>Explore - Math</b> % of students at college readiness benchmark	27.4	33.0	38.0	43.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	96.6	97.0	97.5	98.0		<b>Misconducts</b> Rate of Misconducts (any) per 100	87.3	20.0	10.0	5.0

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	78.7	82.0	85.0	88.0		<b>ISAT - Reading</b> % of students exceeding state standards	18.1	23.0	28.0	33.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	82.3	86.0	89.0	92.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	24.0	29.0	34.0	39.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	78.9	82.0	85.0	88.0		<b>ISAT - Science</b> % of students exceeding state standards	11.9	17.0	22.0	27.0

## 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
<b>Goals and theory of action</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li><li>• The school has a plan but may have too many competing priorities.</li></ul>	<ul style="list-style-type: none"><li>• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li><li>• The school has established a clear theory of action or strategic plan that outlines the school’s priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li></ul>	<p>The school has established goals for student achievement in Language Arts and Math. Goals are aimed to improve student growth in entire student population.</p> <p>The school has incorporated several after school programs for at-risk students as well as enrichment activities for entire student population.</p> <p>Documentation and evidence of growth in special education programs for at risk students is not available and needs to be established and followed through for highest expectations of school program and/or faculty members.</p>	
<b>Principal Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"><li>• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li><li>• Principal monitors instructional practice for teacher evaluations.</li><li>• School-wide or class specific vision is not consistently focused on college and career readiness..</li><li>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li></ul>	<ul style="list-style-type: none"><li>• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li><li>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li><li>• Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li><li>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement</li></ul>	<p>Current outgoing principal has high expectations for staff, students and parents.</p> <p>Professional learning is organized and led through in house teacher, but not always linked to needs of staff.</p> <p>Principal monitors instructional practice to meet district requirements for teacher evaluation.</p> <p>Principal provides information to families on school events.</p> <p>Family and community are engaged through school-wide events such as various family nights, assemblies and open house.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade Level Chairs</li> <li>-Rtl team</li> <li>-Committees</li> <li>-Mentor teachers</li> <li>-PPLC</li> <li>-Family liaison</li> <li>-Sports coaches</li> <li>-Bilingual lead</li> <li>-CIWP team</li> <li>-Union Representative</li> <li>-Grant writers</li> </ul>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>1</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT represents some grade levels. The ILT organizes some whole staff professional development activities.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Data for district assessments is occasionally analyzed at the school level. Analysis may lead to instructional practice.</p>	

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**DIMENSION 2: Core Instruction**

Typical School	Effective School	Evidence	Evaluation
<b>Curriculum</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li><li>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li><li>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li><li>• Short- and long-term plans do not consistently differentiate by learner need.</li></ul>	<ul style="list-style-type: none"><li>• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li><li>• Each grade level or course team develops/uses common units of instruction aligned to the standards.</li><li>• Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li><li>• Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li></ul>	<p>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</p> <p>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Most 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.</p> <p>Short- and long-term plans do not consistently differentiate by learner need.</p>	
<b>Instructional materials</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li><li>• Instructional materials support a general curriculum with little differentiation for student learning need.</li></ul>	<ul style="list-style-type: none"><li>• Each grade level or course team has a set of instructional materials that are aligned with standards.</li><li>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li></ul>	<p>Each grade level or course team has a set of instructional materials that are aligned with standards.</p> <p>Most instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs.</p>	
<b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a> . While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.			



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>School-wide, teacher team and classroom data is organized and available to all who need it immediately after each online assessment.</p> <p>Each grade level uses a comprehensive set of assessments to monitor student learning on a frequent basis.</p> <p>Assessment methods are aligned with the standards being assessed.</p> <p>Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Each teacher clearly communicates with students and parents the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</p> <p>Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning, however there is an underlying lack of higher order thinking questions during instruction.</p> <p>Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</p> <p>Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</p> <p>Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Interventions include after school academic support and small group instruction.</p> <p>The school identifies in need of academic intervention and their particular skill gaps through the use of formative assessments.</p> <p>Intervention monitoring and adjustments are the responsibility of the teacher with support of the RtI committee.</p>	
Professional Learning	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</p> <p>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</p>	

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### DIMENSION 3: I

Typical School	Effective School	Evidence	Evaluation
<b>Grade-level and/or course teams</b> ----->			<b>2</b>
<ul style="list-style-type: none"><li>• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li><li>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li><li>• Ownership for student learning results lies primarily with individual teachers.</li><li>• Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li><li>• There are meeting agendas, but no clear protocols or norms for discussion.</li></ul>	<ul style="list-style-type: none"><li>• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li><li>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li><li>• Teacher teams share ownership for results in student learning.</li><li>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li><li>• Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li><li>• Teachers have protocols or processes in place for team collaboration.</li></ul>	<p>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis. Teachers have a process in place for team collaboration. Teacher teams share ownership for results in student learning. Teams are inclusive of general and special education.</p>	
<b>Instructional coaching</b> ----->			<b>2</b>
<ul style="list-style-type: none"><li>• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li><li>• Formal support for new teachers comes from district-sponsored induction.</li><li>• Professional development decisions are not systematized and left to teacher initiative/discretion.</li><li>• Teachers occasionally receive quality feedback to support individual growth.</li><li>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li></ul>	<ul style="list-style-type: none"><li>• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li><li>• New teachers are provided with effective induction support.</li><li>• Teachers have individual professional development plans tailored to their needs.</li><li>• Teachers consistently receive quality feedback that supports their individual growth.</li><li>• Peer coaching and cross classroom visitation is also used as a form of coaching.</li></ul>	<p>Peer coaching and cross classroom visitation is also used as a form of coaching. Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from CNTC.</p>	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</p> <p>8th grade students participate in visiting area colleges.</p> <p>Upper grade students have opportunities to participate in Junior Beta, Student Council and service opportunities that promote leadership.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students have an adult advocate who cares about them deeply and supports them in achieving their goals.</p> <p>All students are engaged in the school community, including both physical and social integration.</p> <p>Students' classroom experiences demonstrate value of home language and culture.</p> <p>Respect is modeled and encouraged among all students and staff.</p>	
	<b>Behavior&amp; Safety</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</p> <p>Staff establishes and maintains a safe, welcoming school environment.</p> <p>School environment rarely leads to situations un-conducive to learning.</p>	



## 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 5: Family and Community Engagement	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Teachers provide information to families on their grading system, expectations, goals and standards.</p> <p>Counselor provides information regarding high school choice to eighth grade students.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>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.</p>	
	<b>Bonding</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes a non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>The school establishes a non-threatening, welcoming environment. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community.</p>	

## 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.**

6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	8th graders have the opportunity to visit area colleges. Information about college and career choices is provided.	
	<b>Academic Planning</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Support for college and career planning is provided for upper grade students. The school encourages high performing students to take advanced courses such as algebra.	
	<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	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.	

## 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	Typical School	Effective School	Evidence	Evaluation
	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	The school promotes preparation, participation, and performance in college and career assessments, such as EXPLORE.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>		
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	The school works to ensure effective transitions within each benchmark grade.	

## 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 7: Resource Alignment**

Typical School	Effective School	Evidence	Evaluation
<b>Use of Discretionary Resources</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	School allocates discretionary spending to align with identified needs and most strategic priorities.	
<b>Building a Team</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is conducted after a vacancy and/or an assessment of student need, or expected vacancy is identified.</p> <p>Interviews typically consist of an interview with the principal and a team from the school, there are few areas of demonstration for applying candidate.</p>	
<b>Use of Time</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is designed based on number of minutes per subject or course.</p> <p>The school schedule allows for regular, meaningful collaboration in teacher teams.</p> <p>Intervention for struggling students happens at the discretion initiative of individual teachers, during core courses</p>	

## 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 Gunsaulus community believes that all stakeholders shall collaborate to provide a student centered environment.  
Our goals are to achieve academic rigor through differentiated instructional programs and develop proficiency through critical thinking, independent learning, and by creatively utilizing technology.  
Our diverse student population, including students with alternative learning modalities and English Language Learners, will achieve academic excellence, build respectful relationships with others to solve problems collaboratively and cross-culturally.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Literacy - Provide rigorous, high-quality, and differentiated instruction in reading and writing for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous literacy curriculum that is standards-based and produces the results we seek for our students.
2	Mathematics - Provide rigorous, high-quality, and differentiated instruction in mathematics for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous mathematics curriculum that is standards-based and produces the results we seek for our students.
3	Science - Provide rigorous, high-quality, and differentiated instruction in science for all students with special attention to students enrichment and intervention support using the CCSS & the National Science Education Standards as guides.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous science curriculum that is standards-based and produces the results we seek for our students.
4	Social Emotional Learning (SEL) - Create and enhance an optimal school learning environment where all community members are safe, respected and respectful.	With a higher rate of misconducts (87 per 100) we will need to improve our school-wide and classroom management when increasing the rigor of our curriculum.
5	Bilingual Education - All staff educate students that come from varied cultural, linguistic, and socioeconomic backgrounds through responsive instruction in a maintenance/late exit bilingual program that highly values the whole child and the identity they derive from the languages they utilize with mastery.	Most of our students' bicultural and developing biliterate backgrounds pose a positive challenge we seek to tackle as they are expected to speak, listen, comprehend, write, compute, problem-solve, and learn in a 2nd (English) language. Thus, the need to become proficient mathematicians, scientists, readers, writers, and users of both the English & Spanish languages is hugely important. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically take to provide excellent instruction and meet our ES goals.





## 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
Literacy - Provide rigorous, high-quality, and differentiated instruction in reading and writing for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous literacy curriculum that is standards-based and produces the results we seek for our students.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Instructional Coach - An instructional coach will be retained to provide small group and individual teacher support. The coach will mentor teachers by observing instruction, modeling lessons, providing instructional resources, and offering meaningful feedback to enhance quality instruction. This instructional coach will also provide grade level and individual teacher support in the area of literacy.	Staffing	All	Teachers	Quarter 1	On-going	On-Track	
Balanced Literacy Pilot - A group of educators within the school will learn and implement a comprehensive, balanced literacy model. With support, this group will share its learnings and provide instructional leadership for other teachers within the school.	Instruction	All	Instructional Coach & Teachers	Quarter 1	On-going	On-Track	
Common Core State Standards (CCSS) - High quality professional learning opportunities for all staff to build a clear understanding of the expectations for teaching and learning within the CCSS will be provided so that all teachers are able to customize and adjust instruction to meet the learning needs of all students.	Professional Development	All	Instructional Coach & Curriculum Committee	Quarter 1	On-going	On-Track	
Curriculum Mapping - The Curriculum Committee will meet monthly to provide instructional leadership, support, and guidance for the teachers during the SY12 and SY13.	ILT/ Teacher Teams	All	Instructional Coach & Curriculum Committee	Quarter 1	On-going	On-Track	



## Strategic Priority 1

Curriculum Mapping - Each grade level team will be provided with at least two copies of professional development literature such as Understanding by Design: 2nd Edition by Grant P. Wiggins to increase their understanding of curriculum development and assist in the creation of grade level curriculum planning.	Professional Development	All	Instructional Coach & Principals	Quarter 1	Quarter 1	On-Track	
Curriculum Mapping - 100% teachers on Curriculum Committee will receive high-quality professional learning opportunities from August, 2012 to June, 2014 in curriculum mapping and assessment of student growth.	Professional Development	All	Curriculum Committee & Principals	Quarter 1	On-going	On-Track	
Curriculum Mapping- 100% of Substitutes coverages scheduled for curriculum workshops and conferences will be secured for teacher release.	Staffing	All	Clerk	Quarter 1	On-going	On-Track	
Leveled Literacy Intervention (LLI) Pilot - We will invest in Leveled Literacy Intervention (LLI) for grades K to 4.	Instructional Materials	Other student group	Principals	Summer 2012	Quarter 2	On-Track	
Book Room & Classroom Libraries - We will enhance the book room that will serve as a resource room for the Balanced Literacy Pilot and the rest of the school in time.	Instructional Materials	All	Teachers & Clerk	Summer 2012	On-going	On-Track	
Book Room & Classroom Libraries - In each classroom and in the book room conduct an audit of existing text aligned with CCSS and invest in additional authentic fiction and non-fiction text including but not limited to magazine subscriptions, audio books, eBooks, and online subscriptions	Instructional Materials	All	Teachers & Clerk	Quarter 1	On-going	On-Track	
Extended Learning - Develop and implement before/after-school programming that provides academic/SEL intervention and enrichment for students.	After School/ Extended Day	All	Teachers & Principals	Quarter 2	On-going	On-Track	
Educators will apply and secure grants that promote the Extended Learning programming for students.	After School/ Extended Day	All	Teachers & Principals	Summer 2012	On-going	On-Track	
Technology & Instructional Resources - Continue to assess needs, and strategically invest in touch technology (such as iPads and SMART boards) to enhance differentiated instruction for all students.	Equipment/ Technology	All	Tech Coordinator & Teachers	Summer 2012	On-going	On-Track	



Strategic Priority 1

Integration - Faculty will encourage and promote Fine Arts, Athletics, and Technology integration in academic and non-academic areas. Gunsaulus stakeholders have invested and want to continue investing in fine arts and technology integration into academic and non-academic areas to increase and promote a well rounded education for students.	Instruction	All	Teachers & Principals	Quarter 1	On-going	On-Track	
Parent Involvement - Provide parents with teacher led workshops to provide tools and ideas on how to assist and promote academic skills.	Parental Involvement	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Extended Learning - Provide funds to enhance curriculum and expose students to authentic experiences through field trips.	Instruction	All	Teachers and Clerk	Quarter 1	On-going	On-Track	
Professional Learning - Develop a peer mentoring program for teachers to observe and collaborate each others practice in and out of Gunsaulus Elementary.	Professional Development	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Extended Learning - Establish partnerships with outside organizations to expose students to enriching experiences and learning opportunities	Instruction	All	Teachers, Coach and Principals	Quarter 2	On-going	On-Track	



## 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
Mathematics - Provide rigorous, high-quality, and differentiated instruction in mathematics for all students with special attention to students enrichment and intervention support using the Common Core State Standards as a guide.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous mathematics curriculum that is standards-based and produces the results we seek for our students.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common Core State Standards (CCSS) - High quality professional learning opportunities for all staff to build a clear understanding of the expectations for teaching and learning within the CCSS will be provided so that all teachers are able to customize and adjust instruction to meet the learning needs of all students.	Professional Development	All	Instructional Coach & Curriculum Committee	Quarter 1	On-going	On-Track	
Math NWEA/mClass -100% of teachers in grades K-8 will receive high quality professional learning opportunities that supports a deeper understanding of the assessment, the data, how to use the data, and connecting instructional planning to data.	Professional Development	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Math NWEA-10 teachers will have the opportunity to visit other schools in the district, or elsewhere, that have utilized NWEA effectively to increase student achievement and will develop a plan for best practices to implement.	Professional Development	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Math NWEA/mClass - Parent workshops will take place two times a year to provide background to parents on how to interpret NWEA data and how they can impact their child's learning.	Parental Involvement	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Math NWEA/mClass - Three times a year student celebrations will take place for teachers and students that highlight student growth and teacher impact for learning.	Instruction	All	Teachers, Coach and/or Principals	Quarter 2	On-going	On-Track	
Math NWEA/mClass - For grades K-8 mathematics data walls will display in a public place to show student movement over time with the RIT scores.	Equipment/Technology	All	Teachers, Coach and/or Principals	Summer 2012	Quarter 1	On-Track	

## Strategic Priority 2

[illegible]





## 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
Science - Provide rigorous, high-quality, and differentiated instruction in science for all students with special attention to students enrichment and intervention support using the CCSS & the National Science Education Standards as guides.	By improving our instructional methods that serve all tiers of students within our school, we will ensure all students are able to grow as lifelong and proficient readers. We have a need to implement a rigorous science curriculum that is standards-based and produces the results we seek for our students.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Science Committee - The Science Committee will meet monthly to provide instructional leadership, support, and guidance for the teachers during the SY12 and SY13.	ILT/ Teacher Teams	All	Instructional Coach & Curriculum Committee	Quarter 1	On-going	On-Track	
Science - 100% teachers will have a complete science kit to use per quarter.	Instructional Materials	All	Teachers & Science Committee	Quarter 3	On-going	On-Track	
Science - 100% teachers will teach investigative science using FOSS and STC units.	Instruction	All	Teachers & Science Committee	Quarter 3	On-going	On-Track	
Science - All students in grades 4-8 will work on a science fair project either individually or with a partner	Instruction	All	Teachers & Science Committee	Quarter 3	On-going	On-Track	
Science - All students in grades K- 3 will work on a whole class science fair project	Instruction	All	Teachers & Science Committee	Quarter 3	On-going	On-Track	
Science - School wide science fair to share student work	Other	All	Teachers & Science Committee	Quarter 4	On-going	On-Track	
Science PD: At least 2 teachers per grade will attend Foss/STC PD at Depaul for each unit.	Professional Development	All	Teachers	Quarter 3	On-going	On-Track	
Science: Rich literature will be purchased to supplement each science unit. These books will become part of the science kit	Instructional Materials	All	coach	Quarter 4	On-going	On-Track	
Extended Learning - Provide funds to enhance curriculum and expose students to authentic experiences through field trips.	Instruction	All	Teachers and Clerk	Quarter 1	On-going	On-Track	



Strategic Priority 3

Professional Learning - Develop a peer mentoring program for teachers to observe and collaborate each others practice in and out of Gunsaulus Elementary.	Professional Development	All	Teachers, Coach and/or Principals	Quarter 1	On-going	On-Track	
Extended Learning - Establish partnerships with outside organizations to expose students to enriching experiences and learning opportunities	Instruction	All	Teachers, Coach and Principals	Quarter 2	On-going	On-Track	



## 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
Social Emotional Learning (SEL) - Create and enhance an optimal school learning environment where all community members are safe, respected and respectful.	With a higher rate of misconducts (87 per 100) we will need to improve our school-wide and classroom management when increasing the rigor of our curriculum.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
SEL: A Culture Committee will be identified consisting of teachers, parents, support staff (security) and community members to develop an evidence based SEL School wide program/framework resulting in all faculty effectively implementing a uniform behavior management policy (K-8) as part of a whole school positive behavior support model.	Professional Development	All	Culture Committee, Counselor, and Principals	Quarter 1	Quarter 1	On-Track	
SEL: The Steering Committee will attend a retreat to develop a shared vision, standards and competencies and indicators for social emotional learning school wide (includes bullying prevention)	Professional Development	All	Principal, Counselor	Quarter 1	Quarter 1	On-Track	
SEL: Steering Committee will assess Social Emotional Learning implementation twice a year using the Collaborative for Academic, Social, Emotional Learning rubric as a needs assessment on current SEL practices and to monitor implementation	Other	All	Counselor	Quarter 1	Quarter 4	On-Track	
SEL: Steering Committee will develop tiered instruction and interventions for students & assign standards and competencies to grade levels (or through thematic months school wide) using ISBE Social Emotional Learning Standards.	Instruction	All	Counselor	Quarter 1	Quarter 1	On-Track	
SEL: Steering Committee to implement a pre/post survey on Bullying to staff to gather data on dispositions and practices on bullying behaviors. This will inform professional development needs	Other	All	Counselor	Quarter 1	Quarter 4	On-Track	



## Strategic Priority 4

SEL: Parent workshops will be held 3 times per year to build awareness and encourage the adoption of prosocial behaviors and promote social and emotional skill development and bullying prevention	Parental Involvement	All	Counselor	Quarter 1	On-going	On-Track	
Extended Learning - Establish partnerships with outside organizations to expose students to enriching experiences and learning opportunities	Instruction	All	Teachers, Coach and Principals	Quarter 2	On-going	On-Track	
Attendance: An attendance liaison will oversee attendance policies, attendance data, student incentives, and parent conversations. This person will work closely with the school clerk.	Staffing	All	Attendance Clerk	Quarter 1	On-going	On-Track	
Attendance: Four times a year, student celebrations will take place for teachers and students that highlight students' attendance. Stickers, traveling trophies, certificates, and bikes will be purchased to be distributed throughout the year.	Supplies	All	Attendance Clerk	Quarter 1	On-going	On-Track	
Attendance: 100% of teachers will receive an overview of the School Attendance Practices Flowchart as well as resources that are available to help document attendance communication with parents.	Professional Development	All	Attendance Clerk and Principals	Quarter 1	On-going	On-Track	
Attendance-Parent workshops will take place two times a year to provide an understanding of the importance of student attendance. Attendance research as well as the Gunsaulus School Handbook will be discussed.	Parental Involvement	All	Attendance Clerk and Principals	Quarter 2	On-going	On-Track	
Student Celebrations- Throughout the school year, Gunsaulus students will take part in several celebrations based on academic success and behavior. Celebrations include Quarterly Star Student, Monthly Mathematician and Honor Roll.	Other	All	Teachers and Tech Coordinator	Quarter 1	On-going	On-Track	
Advisory - Provide adequate materials to support an effective advisory program in middle school grades.	Instructional Materials	Other student group	Counselor and Teachers	Quarter 1	On-going	On-Track	
Advisory - Provide high quality professional development in the planning and implementation of advisory program to support early adolescents in a range of academic and social and emotional issues	Professional Development	Other student group	Counselor and Teachers	Quarter 1	On-going	On-Track	
High School - Develop and implement a plan that supports a successful transition to high school for families, and continuous increase in the acceptance to selective enrollment high schools.	Other	All	Counselor	Quarter 1	On-going	On-Track	



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
Bilingual Education - All staff educate students that come from varied cultural, linguistic, and socioeconomic backgrounds through responsive instruction in a maintenance/late exit bilingual program that highly values the whole child and the identity they derive from the languages they they utilize with mastery.	Most of our students' bicultural and developing biliterate backgrounds pose a positive challenge we seek to tackle as they are expected to speak, listen, comprehend, write, compute, problem-solve, and learn in a 2nd (English) language. Thus, the need to become proficient mathematicians, scientists, readers, writers, and users of both the English & Spanish languages is hugely important. Our instruction needs to reflect the rigor of the

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Biliteracy - 100% of bilingual classrooms at Gunsaulus will have a minimum of 500 quality books in Spanish and 500 quality books in English for students to read and check out by June 2014.	Instructional Materials	English Language Learners	BLT & Principals	Quarter 3	Year 2	On-Track	
Biliteracy - 100% of Gunsaulus students will have access to RAZ kids, and Tumblebooks..	Instructional Materials	All	BLT & Principals	Quarter 1	On-going	On-Track	
Biliteracy - The Bilingual Committee at Gunsaulus will meet once a month to provide instructional leadership, support, and guidance for the community of ELLs and their teachers during the SY12 and SY13.	ILT/ Teacher Teams	English Language Learners	BLT	Quarter 1	On-going	On-Track	
Biliteracy - Professional Learning Books & Materials that are necessary for instruction as well as for profesional learning will be provided within 4 weeks of order.	Professional Development	English Language Learners	BLT & Committee	Quarter 1	On-going	On-Track	
Biliteracy - Supplies & Materials (Biliteracy Instruction, ELD, GLAD) that are necessary for instruction as well as for profesional learning will be provided within 4 weeks of order.	Supplies	English Language Learners	BLT & Budget Clerk	Quarter 1	On-going	On-Track	
Biliteracy - CPDUs will be provided for every professional learning opportunity goals within 2 weeks of the professional learning opportunity date(s).	Professional Development	All	CPDU staff	Quarter 1	On-going	On-Track	
Biliteracy - Training for the identified English language proficiency assessment tool will be provided during the first quarter of the school year by the BLT.	Professional Development	English Language Learners	BLT & Teachers	Quarter 1	On-going	On-Track	

## Strategic Priority 5

[illegible]