



2012-2014 Continuous Improvement Work Plan

Marcus Moziah Garvey Elementary School

Rock Island Elementary Network
10309 S Morgan St Chicago, IL 60643
ISBE ID: 150162990252773
School ID: 610128
Oracle ID: 24951



Mission Statement

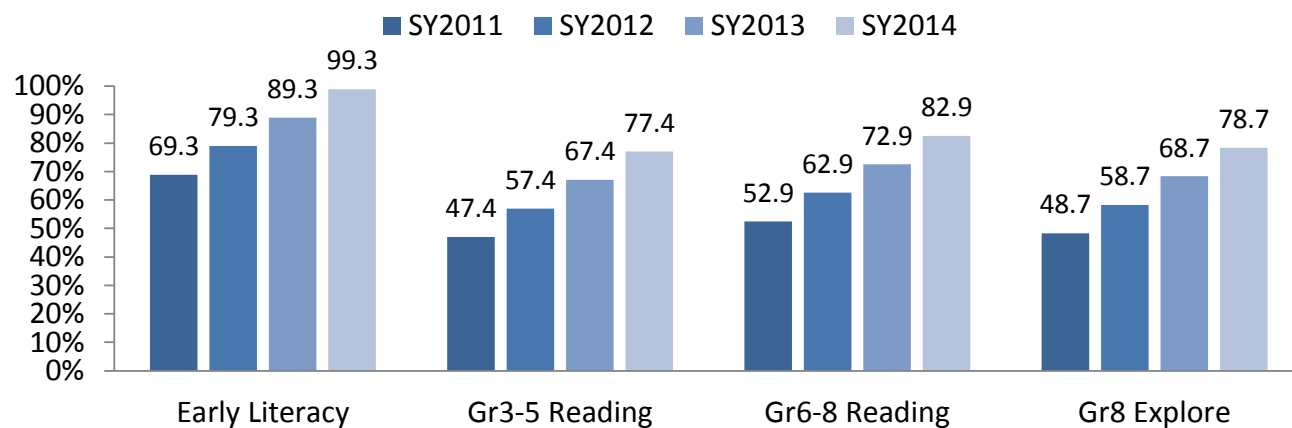
Marcus Garvey School is dedicated to providing each student with a quality education that focuses on career and college readiness. With the use of data analysis, rigorous academics, and career pathways, we prepare students to function in a global society. We believe that a commitment to excellence, cultural awareness, social emotional learning and various learning facets will broaden students horizons. In turn, preparing students to be goal oriented, highly motivated, and actively engaged in their learning process will lead to high school and beyond.

Strategic Priorities

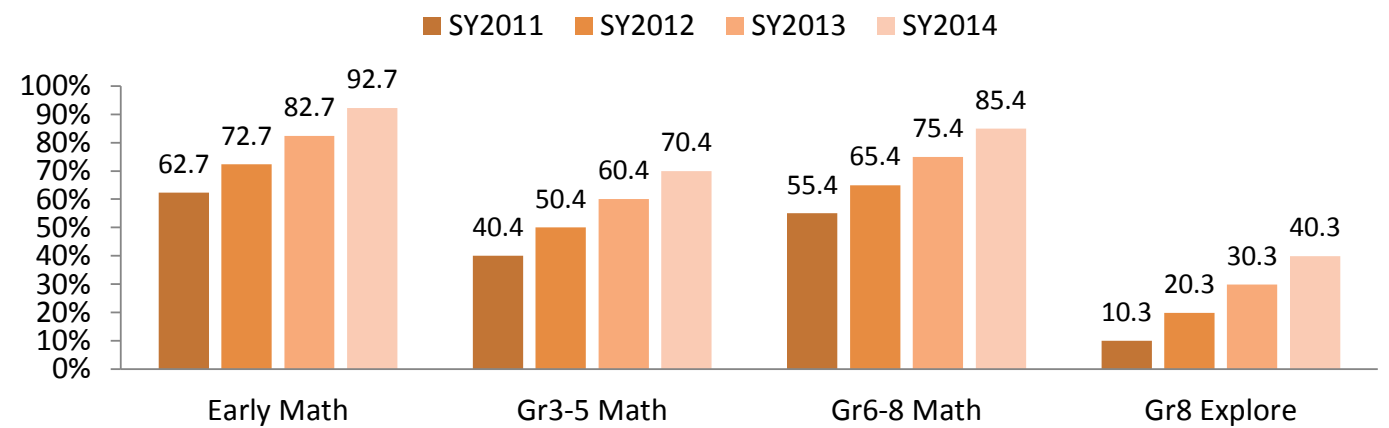
1. Providing differentiated instruction aligned with the common core state standards to ensure effective learning practices.
2. Educate the whole child through a broad and rich curriculum through major ideas and themes.
3. Provide students an environment that allows them to acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We have also
4. Develop and deliver interactive, innovative, integrated, and individualized educational programs that captivate and engage learners. Also enable teachers and parents to enhance their effectiveness in educating youth and guiding them towards a healthy lifestyle.
5. Our school will work to increase our attendance annually by 2%, through a variety of incentive programs. (Classroom incentives, monthly drawings, certificate recognition)

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Marcus Moziah Garvey 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
Michelle L. Van Allen	Principal
Sabrina Anderson	Assistant Principal
Kathleen Lynch	Counselor/Case Manager
Maudie Walls	Classroom Teacher
Joy Price Lewis	Classroom Teacher
Sepia Adams	Classroom Teacher
Donna Martin	Classroom Teacher
Robert Fletcher	Other
Deanna Davis	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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	69.3	79.3	89.3	99.3		Early Math % of students at Benchmark on mClass	62.7	72.7	82.7	92.7
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.4	57.4	67.4	77.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	40.4	50.4	60.4	70.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.2	70.2	80.2	90.2		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.8	69.8	79.8	89.8
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	52.9	62.9	72.9	82.9		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.4	65.4	75.4	85.4
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.9	73.9	83.9	93.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	73.1	83.1	93.1	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	48.7	58.7	68.7	78.7		Explore - Math % of students at college readiness benchmark	10.3	20.3	30.3	40.3



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.0	96.0	98.0	100.0					
					Misconducts Rate of Misconducts (any) per 100	20.5	15.5	10.5	5.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	78.4	88.4	98.4	100.0		ISAT - Reading % of students exceeding state standards	18.5	28.5	38.5	48.5
ISAT - Mathematics % of students meeting or exceeding state standards	80.2	90.2	100.0	100.0		ISAT - Mathematics % of students exceeding state standards	22.4	32.4	42.4	52.5
ISAT - Science % of students meeting or exceeding state standards	75.3	85.3	95.3	100.0		ISAT - Science % of students exceeding state standards	9.1	10.1	20.1	30.1

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Garvey has established clear well-defined measurable goals for student achievement that will target a 10% increase each year in all areas. All students participate in before or afterschool programs. Students are placed in each program based on the analysis of data. Garvey has established a clear theory of action that outlines strategies to improve student outcomes.</p> <p>Students participate in Intersession bootcamps that focus on intensive reading and math strategies or enrichment to increase test scores. Students are being pushed to succeed academically and to aim for college.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Administration creates a professional learning system that is data-driven. The Principal has established a clear vision for instructional best practices.</p> <p>Administration has individual/cycle team data meetings to determine goals and benchmarks. Daily monitoring ensures that teachers are using data to drive instruction.</p> <p>Administration establishes and nurtures a culture of college and career readiness by allowing students to participate in enrichment programs. Some 8th grade students participate in algebra. Administration provides parents with accurate information on school performance, clarity on student learning goals and opportunities for parental involvement through various parent meetings, open house, family reading nights, science nights, monthly newsletters and phone messages.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All Garvey teachers and staff are invested in the success of the school. Everyone is involved in the decision making for the schools success. All teachers serve on one or more committees. Agendas and sign-in sheets are kept for all meetings. Teachers share their knowledge and expertise with each other from professional developments that they have attended. Teachers participate in grant writing. Many teachers have received grants from Donors Choose.</p>	

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Typical School	Effective School	Evidence	Evaluation
----->			
Instructional Leadership Team (ILT)			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Garvey's ILT team is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT team consist of members from all areas including primary, intermediate, upper, and special education. The ILT team focuses on improving learning for all students. Analysis of data and monitoring to make sure that data is driving instruction.</p>	3
----->			
Monitoring and adjusting			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Garvey uses a systematic approach to analyze data. All data is analyzed at the school level, departmental level, grade level and classroom level. Teachers meet in grade/cycle teams to analyze data and provide support for teachers and students. Administrators meet with individual teachers to discuss data and create action plans for student success. Teachers use data to create small groups for instruction so that all students can be successful.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Garvey uses the area Network and Depaul Quarterly instructional Foci to plan for instruction, Common Core standards are being implemented as well.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Each grade level team has a set of materials that are aligned to the standards. Instructional materials are supportive of students with disabilities. Classroom libraries consist of a variety of genres and sorted by Lexile Levels. Upper grade students complete labs in the science lab.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Learning objectives are clearly stated on the board daily. Teachers explain objectives and directions clearly to students.</p> <p>Teachers differentiate instruction to meet the needs of all students.</p> <p>Teachers use formative assessments during instruction to monitor student progress and check for understanding.</p> <p>Teachers submit assessment to administration bi-weekly.</p>	

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

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate regularly in grade/cycle teams weekly discussing and analyzing data and student work.</p> <p>Grade-level and departmental teams meet to plan instruction. Minutes and agendas are kept to document.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Garvey has a literacy teacher that provides coaching to teachers if needed. New teachers are placed with a teacher mentor. Daily walkthroughs provide quality feedback to teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All stakeholders believe that all of our students will go to college. We influence and inform students about college through Career Day, college tours and continue ongoing conversations about goal setting.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Marcus Garvey School believes that it takes a village to raise a child.</p> <p>Our school has a mentoring program where every student is connected to an adult in the building that supports and monitors their progress.</p> <p>All special education students are engaged in the school community. They participate and are engaged with their peers on a daily basis.</p> <p>We also encourage students to confide in adults any potential disruptions to the learning environment.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Marcus Garvey provides a welcoming and safe environment for all students.</p> <p>Students are aware of expectations.</p> <p>Teachers and staff build positive rapport with students. All teachers have received Professional Development on Foundations (Positive Discipline Model)</p> <p>Schoolwide implementation of Social Emotional Learning</p> <p>Students are aware of the "Hallway Guidelines"</p> <p>Students participate in lessons in the classroom</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Principal provides clear information for families on school performance through parent meetings and open houses and family nights.</p> <p>Teachers send home weekly reports to parents. They also, contact parents by phone at least once every 5 weeks.</p> <p>Parents receive a copy of quarterly pacing charts.</p> <p>At the end of each school year all students in grades Pre-K-8th take home a summer work packet that focuses on the next years skills and a suggested reading list for the upcoming year.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Garvey has an open door policy. Parents can meet with teachers daily from 8:30 a.m.-8:55 a.m. Parents receive quarterly newsletters about pertinent information. Teachers provide parents with weekly reports and make phone calls home.</p>	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Marcus Garvey has an open door policy where parents can come speak to their child's teacher or school administrators.</p> <p>Parents have the opportunity to participate in Literacy, Science, and ISAT Nights Family weekend field trips to the Museum, sports events and Power of Parenting workshops.</p> <p>Pre-K and Kindergarten parents come every quarter to observe their child's class to see what their students are learning, experience learning activities with their child and see how they can assist their child at home.</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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Marcus Garvey staff collaborates with various agencies to provide support to students and parents. Some of our agencies include the Southside Help Center, Communities in School, Black Star Project, Universal Family Connections and Metropolitan Services. Individual counseling and family counseling is provided. School Counselor sponsors the dental and vision trip for students.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Counselor provides 8th grade students with selective enrollment applications. Garvey host a high school night where various high school counselors come to speak to students and parents. All students participate in Career Day.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school counselor plans a college tour for 8th grade students. Students take the EXPLORE test which gives information about College and Career Readiness.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Marcus Garvey provides various before school and after school extracurricular and enrichment opportunities. Students participate in You Be the Chemist, Math and Science club. In our afterschool program students are allowed to participate in</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>8th grade students use sample ACT materials for practice. ACT College Readiness Standards are posted in the Junior High classrooms and on the counselors career board.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->				3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Marcus Garvey works to ensure that all students have a smooth transition. Pre-Kindergarten students attend the Step Up to Kindergarten summer program.</p> <p>All students in grade Kindergarten through 7th grade receive a summer work packet that includes work from all core areas for their upcoming grade level. This packet also includes a suggested summer reading list for each grade level provided by Chicago Public Library. 8th grade students participate in the High School Shadow day, high school fair and parent meetings.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Garvey's discretionary spending was based on the needs and strategic priorities that were provided in the 2010-2012 SIPAAA. Garvey has a partnership with Metropolitan Family Service, Communities in Schools, Southside Help Center and Black Star Project. These agencies provide a variety of services to students and families.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is conducted once a vacancy becomes available. Candidates usually meet with a team which includes administrators and teacher leaders. Candidates are asked rigorous questions that pertain to the instruction of our students. Potential candidates have at least two interviews.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>School schedule is designed to provide the number of mandatory minutes per subject which includes a 2 hour literacy block. Teachers use the Optimal Learning Model. The school schedule allows for teachers to collaborate before school and during common planning hours. Struggling students receive additional support during the literacy block.</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

Marcus Garvey School is dedicated to providing each student with a quality education that focuses on career and college readiness. With the use of data analysis, rigorous academics, and career pathways, we prepare students to function in a global society. We believe that a commitment to excellence, cultural awareness, social emotional learning and various learning facets will broaden students horizons. In turn, preparing students to be goal oriented, highly motivated, and actively engaged in their learning process will lead to high school and beyond.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Providing differentiated instruction aligned with the common core state standards to ensure effective learning practices.	As a school, we will attain the goal of a ten percent annual increase in reading and mathematics to ensure effective instruction that results in increased learning for all students.
2	Educate the whole child through a broad and rich curriculum through major ideas and themes.	Research tells us that students retain information better when information is connected to major ideas and themes; incorporating the integration of more technical and informational literature.
3	Provide students an environment that allows them to acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We have also implementing a positive behavioral intervention with the use of a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.	As stated by the 5 Essentials School Reports drawn from the 2011 My Voice, My School teacher and student surveys, In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect. On average, 70% of students at Garvey responded favorably to the survey questions related to Student-Teacher Trust. Based on a comparison to other CPS schools in 2011, a Score of 38 means Student-Teacher Trust needs support at Garvey. Garvey was measured to just have an average Supportive Environment. In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools: students feel safe in and around the school; they find teachers trust-worthy and responsive to their academic needs; all students' value hard work, and teachers push all students toward high academic performance.
4	Develop and deliver interactive, innovative, integrated, and individualized educational programs that captivate and engage learners. Also enable teachers and parents to enhance their effectiveness in educating youth and guiding them towards a healthy lifestyle.	According to the Institute for America's Health, assessments indicate that over 60% of Americans meet criteria for being either overweight or obese. Studies have shown that children's physical well being has a significant effect on their learning and long-term success. When children are well rested, well nourished, and physically fit they are more ready and apt to focus on learning.

5	Our school will work to increase our attendance annually by 2%, through a variety of incentive programs. (Classroom incentives, monthly drawings, certificate recognition)	Average daily attendance is currently 94%. Student academic performance is negatively impacted by absenteeism and tardiness.
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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
Providing differentiated instruction aligned with the common core state standards to ensure effective learning practices.	As a school, we will attain the goal of a ten percent annual increase in reading and mathematics to ensure effective instruction that results in increased learning for all students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Data meetings to drive instruction.	Professional Development	Not Applicable	Van Allen/Anderson/ILT	Quarter 1	On-going		
Monitoring of small group instruction.	ILT/ Teacher Teams	Not Applicable	Van Allen/Anderson	Quarter 1	On-going		
Before and after school programs are implemented using data.	After School/ Extended Day	Other student group	Before & After School Coordinator	Quarter 1	Quarter 3		Work to partner with Metropolitan Family Services.
Conduct summer professional development for Common Core planning.	Professional Development	Not Applicable	Van Allen/Anderson/ILT	Summer 2012	Summer 2012		
Develop a professional development plan for the entire school year.	Professional Development	Not Applicable	ILT	Summer 2012	Summer 2012		
Update classroom libraries with fiction and non-fiction materials.	Instructional Materials	All	Classroom Teachers	Quarter 1	Quarter 1		
Monitor bi-weekly teacher assessments using CCSS .	Instruction	All	Van Allen/Anderson	Quarter 1	Quarter 4		
Provide parent informational meetings on CCSS.	Parental Involvement	All	Van Allen/Anderson	Quarter 1	On-going		
Establish a "Data Room".	Instruction	Not Applicable	ILT	Quarter 1	On-going		
Use progress monitoring assessment data to update groups each trimester.	Instruction	All	Classroom Teachers	Quarter 1	On-going		
Parent Communication logs monitored.	Other	All	Anderson	Quarter 1	On-going		
Provide professional development for implementing Common Core aligned instruction delivered by teacher leaders to each grade level	Instruction	All	Van Allen/Anderson	On-going	Summer 2012		



Strategic Priority 2



Strategic Priority 3



Strategic Priority 4



Strategic Priority 5
