



2012-2014 Continuous Improvement Work Plan

Joseph E Gary Elementary School

Pilsen-Little Village Elementary Network

3740 W 31st St Chicago, IL 60623

ISBE ID: 150162990252215

School ID: 609938

Oracle ID: 23311



Mission Statement

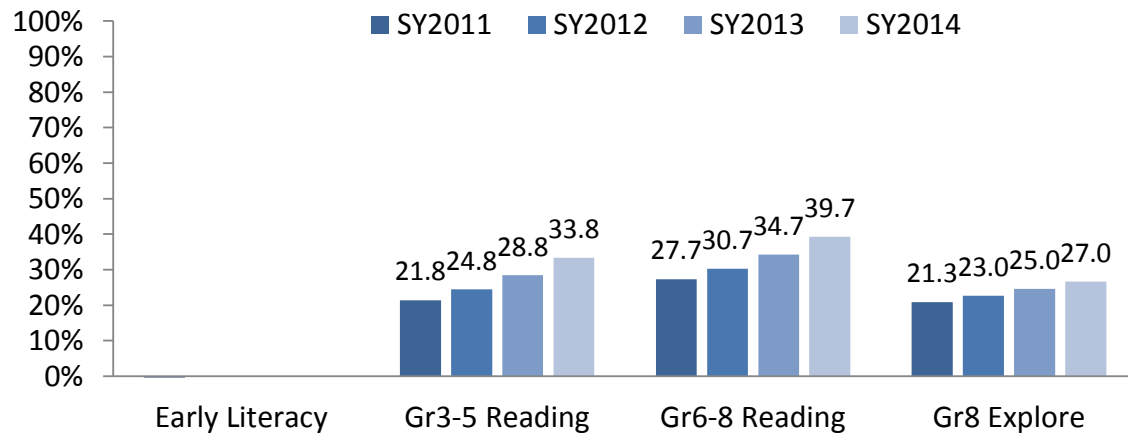
Gary School's mission is to provide a well-rounded, rigorous curriculum to empower students to realize their greatest potential and to inspire them to be life-long learners and critical thinkers by nurturing relationships among parents, students, community and school.

Strategic Priorities

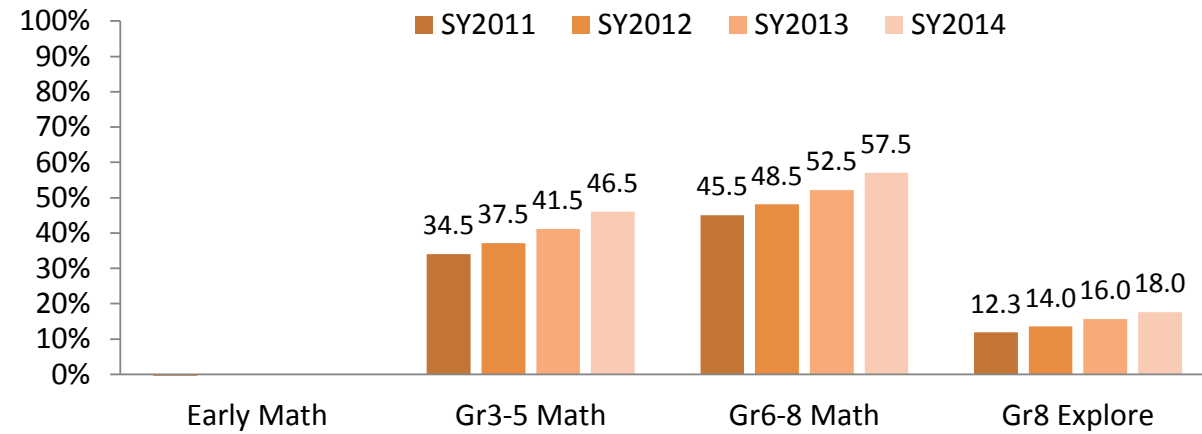
1. Improve literacy achievement (reading and writing) with a focus on reducing the number of students from below and warning to meeting and exceeding by continuing to implement and refining our pedagogical focus: mini-lessons.
2. Implement CCSS aligned curriculum by using non-fiction, high quality materials to increase student achievement.
3. Provide early interventions to low performing students in reading and math using some of the following assessments: formal/informal, NWEA, ISAT and monitor their progress.
4. 100% of students will be exposed to college and career readiness standards through a common core standards based performance assessment unit.

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:	Joseph E Gary 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
Alberto Juarez	Principal
Angelica Guerrero	Assistant Principal
Minerva Valencia	Lead/ Resource Teacher
Olga Zapata	Lead/ Resource Teacher
Maria Ovalle (3rd-4th)	Special Education Faculty
Patricia Sirchio (6th-8th)	Special Education Faculty
Melissa Cisneros (5th- ELL)	Classroom Teacher
Dania Berovides (8th)	Classroom Teacher
Concepcion Valenzuela	ELL Teacher
Local School Council	LSC Member
	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	NDA					Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.8	24.8	28.8	33.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.5	37.5	41.5	46.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.5	55.5	60.5	65.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.3	60.3	65.3	70.3
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.7	30.7	34.7	39.7		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	45.5	48.5	52.5	57.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.7	46.7	51.7	56.7		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.4	63.4	68.4	73.4
8th Grade										
Explore - Reading % of students at college readiness benchmark	21.3	23.0	25.0	27.0		Explore - Math % of students at college readiness benchmark	12.3	14.0	16.0	18.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.2	96.3	96.4					
					Misconducts Rate of Misconducts (any) per 100	16.8	15.8	14.8	13.8

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	54.3	56.3	59.3	63.3		ISAT - Reading % of students exceeding state standards	7.6	9.6	11.6	13.6
ISAT - Mathematics % of students meeting or exceeding state standards	71.6	72.6	73.6	74.6		ISAT - Mathematics % of students exceeding state standards	14.3	16.3	18.3	20.3
ISAT - Science % of students meeting or exceeding state standards	64.7	66.7	68.7	70.7		ISAT - Science % of students exceeding state standards	5.4	7.4	9.4	11.4

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 ----->			2
	<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>We have and are providing CCSS professional development for teachers so they will be able to understand and use CCSS across the content areas and include higher order for critical thinking skills during instruction.</p> <p>Teachers have begun to present content in a more organized way that scaffolds student learning while also creating personalized mini-lessons through literacy across content areas as applicable.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Teachers are encouraged to participate in workshops in best practices and in areas that will improve their teaching In addition, school-wide professional development is provided to city-wide initiatives and the Theory of Action.</p> <p>Constructive, positive feedback is provided to each teacher after each observation to improve instruction and student achievement.</p> <p>Cycles of learning have been implemented to address the four areas of mini-lesson components to improve student performance.</p> <p>School information is provided for families on a monthly basis via newsletters and school calendar. Mandatory grade level parent meetings are also conducted to keep parents informed regarding school rules, expectations, promotion policy, etc. Information is disseminated and communicated more frequently as needed.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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 - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are encouraged to take an active leadership role in school-wide and grade level activities. Leadership teams are selected to represent all grade levels including bilingual and students with disabilities.</p> <p>Sub-committees have been developed from the ILT, such as a committee for cycles of learning, representatives to attend the ILT Network meetings, and roles have been assigned to most committee members.</p> <p>Currently we have the following leadership teams established: ILT, Sub-ILT teams, Grade level chairs, RTI coordinator, Bilingual coordinator, LLT, CIWP, Union representative, PAC, PPLC, Mentor teachers, SES, Math representative, science representative, etc.</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>The ILT Team is comprised to represent our entire school/student population such as all grade levels, bilingual education, special education, technology. The lead literacy teacher is also part of the ILT. The ILT is responsible for creating the school's Theory of Action, Cycles of Learning, coordinating learning walks, compiling results of classrooms visited, analyzing data and disseminating information to their grade level colleague. In addition, they may also provide professional development to their grade level teams and structure school wide professional development based on data trends.</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>Although school data and student work is analyzed during professional development and/or grade level meetings, we need to ensure that teachers are really understanding how to accomplish this task in order to make informed decisions regarding instruction. Additional PD in this area will be needed to ensure proper steps are taken to group students appropriately.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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. 	<p>Common grade level teachers have developed concept mapping units. This summer (2012), grade level representatives will participate in a summer leadership institute where they will receive training on developing units of study for reading, writing, math and curriculum design aligned to CCSS.</p> <p>Teachers have unpacked CCSS and have begun to align their curriculum to CCSS.</p> <p>We will be purchasing leveled non-fiction libraries to expose students to different levels of complexity.</p> <p>The Gifted Program has been implementing CCSS for the last two school years.</p>	
	Instructional materials ----->			2
	<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). 	<p>All teachers have instructional materials for their particular grade level. Materials are aligned to state standards.</p> <p>Teachers who teach students with disabilities and ELLs have access to the same curriculum as their gen-ed peers.</p>	
<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 ----->			2
<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>Teachers have access to school-wide data reports. Data analysis takes place at grade level and staff PD meetings.</p> <p>Teachers have been introduced to the Backward Design Model, where they will begin with the standards and design their assessments and activities around CCSS.</p> <p>Teachers use a an assortment of assessments to monitor student progress, such as: baseline, unit, formative, summative and end-of-year tests.</p> <p>Accommodations for ELLs and students with disabilities are in place. Teachers also include accommodations and modifications in their lesson plans.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>One of our key levers in our Theory of Action indicates that we have implemented mini-lessons. Mini lessons provide teachers with the opportunity to deliver instruction using four components; connection, teaching point, active engagement and link. Teachers have begun to post daily student objectives. In addition to posting, they are also articulating the purpose prior to beginning the lesson.</p> <p>Teachers are encouraged to apply higher order thinking techniques during instructional delivery.</p> <p>Teachers have been involved in developing concept based unit planning. In addition a group of teacher leaders will be participating in the Summer Leadership Institute which will teach them how to develop units aligned to CCSS. Those teachers will be responsible for leading and assisting with developing such units with grade level colleagues prior to the start of the 2012-2013 school year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<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>Teachers use a variety of assessments to identify students in need of academic intervention. All students receive interventions at TIER 1 of RTI. Depending on students progress, students will proceed to Tiers 2 and 3 with more intensive interventions including utilizing READ 180 and Achieve 3000 in after school programs. Students are paired, instructed in small groups, before and after school support is available. The ILT and BLT also support students and teachers in and outside of the classroom targeting lower performing students.</p>	
	Whole staff professional development ----->			2
	<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 based on city-wide initiatives and The Theory of Action Plans. Exit slips/evaluations may be used after staff development sessions to determine the quality of the presentation or to document teachers' needs for future PD sessions.</p> <p>PD is carried out at grade level meetings if time was a concern during whole staff PD.</p>	

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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>Most teachers (except all of third 8 classes total) have common planning time on a daily basis, (four times a week including their 20 minute break). The purpose of this common scheduled time is to allow them to collaborate, plan, analyze data and student work.</p> <p>The weekly grade level meetings are held to target grade specific PD with regard to SPED, RTI, data analysis and network initiatives.</p> <p>The ILT meets bi-monthly. They too are responsible for disseminating information to their grade level colleagues.</p>	
	Instructional coaching ----->			2
	<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>The principal schedules an orientation meeting with new teachers. In addition, new teachers are assigned a veteran teacher mentor to support them throughout the year. Teachers can also count on specific support from their grade level colleagues.</p> <p>New teachers are encouraged to attend New Teacher workshops and seminars throughout the year.</p> <p>Peer observations both vertical and horizontal are encouraged throughout the school as well as visits to other schools to observe best practices</p> <p>Both the LLT and BLT provide in class support via coaching and modeling, (ie: meet with teachers to improve their practice, discuss areas of concerns and provide suggestions for improvement).</p> <p>Administration conducts formal and informal visits/observations. Areas of concern are addressed and suggestions/recommendations are discussed. If teachers are in need of PD, they are encouraged to</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Teachers have begun to change their instructional delivery. They are cognizant of increasing rigor by implementing more Higher Order Thinking Techniques (HOTS) in their lessons to increase student achievement to prepare them for college and career. We have begun a college day event. College students are invited to speak to our students about their college experiences and to encourage them to pursue a higher education. Since the college students are relatively young adults, our students are able to relate to them.</p> <p>We also host a Career Day. We invite professionals from various fields to speak to our students about their job responsibilities and the education needed for their positions. We have partnered with outside resources such as ISU. Representatives have presented information to our parents at LSC, BAC and PAC meetings regarding college applications, admissions, scholarships and financial aid.</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>All teachers are responsible for supporting students in achieving their goals. The counselor coordinates the Explore test that provides information about students' readiness for college. She coordinates the annual high school fair, Eighth grade teachers assist students with high school applications to either their home or selected enrollment schools with an emphasis of choice.</p> <p>Students with disabilities are included in the general education setting as much as their IEP permits. The culture of Gary School is one that is inclusive of all students.</p> <p>There is evidence via lesson plans, student work, bulletin boards and assemblies to indicate that teachers promote students' home language and culture.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school utilizes the Student Code of Conduct to discipline students. We are implementing PBIS school-wide. Teachers are expected to have an effective classroom management plan set in place in their classrooms. They discipline students using the SCC or agreed upon grade level criteria (PBIS).</p> <p>We have established a partnership with the Safety and Security liaison as well as with Project Vida a community resource program to address student behavior. Social emotional needs are addressed</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>Progress reports are distributed every 5 weeks, report cards every quarter, four times a year to communicate student performance with parents. Parents are encouraged to meet with teachers to improve student achievement.</p> <p>Parents participate (if applicable) in their child's IEP meeting.</p> <p>Parents have access to Parent Portal, a system that allows them to monitor their children's progress in real time. Parent training to use the system is provided.</p> <p>Monthly newsletters are provided.</p> <p>Mandatory grade level parent meetings are held in September to share expectations to families</p> <p>The school report card is available on the CPS website for parents to review.</p> <p>Parents receive reports explaining their children's score on the standardized tests, school wide data is shared at various parent meetings such as LSC, BAC and PAC.</p>	
	Ongoing communication ----->			4
	<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>Progress reports are distributed every 5 weeks, report cards every quarter, four times a year to communicate student performance with parents. Parents are encouraged to meet with teachers to improve student achievement.</p> <p>Parents have access to Parent Portal, a system that allows them to monitor their children's progress in real time.</p> <p>Mandatory grade level parent meetings are held in September to share expectations to families</p> <p>The school report card is available on the CPS website for parents to review.</p> <p>Parents receive reports explaining their children's score on the standardized tests.</p>	
	Bonding ----->			2
	<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>We encourage and welcome parents to visit their children's classrooms.</p> <p>We have a variety of performances throughout the year and welcome families to attend. Some assemblies include: winter, spring, ribbon pinning, awards, spelling bee, Special Olympics, art exhibitions in all three buildings.</p> <p>To become more involved with the school, parents are encouraged to assist with the Healthy Kid Market, a program that delivers food to our school families. Parents help unload and sort food. They assure that families receive specific items for healthy meals. They are also responsible for ensuring that left over food is picked up and that the room is cleaned and ready for instruction the following day, Parents also participate in assemblies-(senior Pom-Pon squad).</p> <p>To help parents feel more engaged, we will include more family events such as books fairs, math night, literacy night, etc.</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>We have a partnership with Project Vida, an organization that focuses on coping with anger and trauma.</p> <p>The social worker and counselor refer families to outside service agencies if their need is greater than what could be provided at the school level. The social worker and SCR conduct home visits.</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>8th grade students take the EXPLORE test which provides information about student readiness for college. It is used for educational and career planning. Teachers plan various field trips to college campuses. We host a College day where college students from a variety of schools come speak to students about their college experiences, scholarships, admissions etc. We host a Career Day where individuals from a variety of professions visit our students</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Some 8th grade students are selected to participate in an Algebra class for high school credit.</p> <p>8th grade students take the EXPLORE test which provides information about student readiness for college. It is used for educational and career planning. We host a College day where college students from a variety of schools come speak to students about their college experiences, scholarships, admissions etc. We host a Career Day where individuals from a variety of professions visit our students and provide information about their education and job responsibilities. They speak to students about the importance of staying in school and the rewards of a higher education.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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>Gary School has a variety of extracurricular activities for all students to participate. Some activities offered include: all sports, as well as karate, art, science, environmental and yearbook clubs, service learning, dance, band and newspaper.</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			1
	<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. 	8th grade students take the EXPLORE test which provides information about student readiness for college. It is used for educational and career planning.	
	College & Career Admissions and Affordability ----->			1
	<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. 	NA	
Transitions ----->			2	
	<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>Gary welcomes 2nd grade students and parents from Ortiz, our feeder school by inviting them to tour our buildings and helping them acclimate themselves to their new school. Gary pre-schoolers also tour Ortiz School, to prepare them for kindergarten.</p> <p>We participate in High School Investigation Day where 8th grade students visit the high schools they will be attending. Shadow days are also encouraged to help ease the transition.</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 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>The curriculum is assessed and based on the school's priorities and student needs, discretionary funds are spent to enhance and supplement. Funds have been allocated to purchase literacy bundles. We have also purchased the Fountas and Pinnell Guided Reading Leveled Readers, and Scholastic content area and non-fiction focused sets.</p> <p>Through various partnerships such as Beyond the Ball, LVEJO, Project Vida and the Chicago Greater Food Depository we have been able to provide resources for our students and parents. Many</p>	
	Building a Team ----->			2
	<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 based on student needs which includes hiring additional staff members to meet students' IEP minutes.</p> <p>Depending on the position the school is in need of, the interview team has consisted of people having knowledge in those areas. The teams have included ELL, special-ed and LSC chair representatives</p>	
	Use of Time ----->			2

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
<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 schedules are designed by grade level team members ensuring the number of minutes for each content area is being addressed.</p> <p>There are opportunities for collaborating before, during (common grade level meetings) and after school for grade level teams.</p> <p>Struggling students have opportunities to receive interventions before during and after school.</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

Gary School's mission is to provide a well-rounded, rigorous curriculum to empower students to realize their greatest potential and to inspire them to be life-long learners and critical thinkers by nurturing relationships among parents, students, community and school.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve literacy achievement (reading and writing) with a focus on reducing the number of students from below and warning to meeting and exceeding by continuing to implement and refining our pedagogical focus: mini-lessons.	The ISAT data indicates that only two grade levels are above 50% in reading. 34.28% of students are in below and warning. By refining and continuing to implement mini lessons we will increase literacy achievement, thus increasing the number of students in meeting and exceeding.
2	Implement CCSS aligned curriculum by using non-fiction, high quality materials to increase student achievement.	Our current curriculum is not aligned to CCSS. Many teachers rely on the basal to deliver instruction and plan their lessons. By ensuring that teachers have access to curricula that is aligned to CCSS and that it is implemented with fidelity, student achievement will increase.
3	Provide early interventions to low performing students in reading and math using some of the following assessments: formal/informal, NWEA, ISAT and monitor their progress.	We scored a 2 for Professional Learning Interventions. Although RTI is established, improved implementation and support is needed. By providing early interventions such as Achieve 3000, before and after school tutoring, 30-45 minute blocks at the end of the school day and consistently monitoring student progress we will see a growth in student achievement.
4	100% of students will be exposed to college and career readiness standards through a common core standards based performance assessment unit.	We scored a 2 for College and Career Readiness Support for academic planning. By integrating college and career readiness standards (CCSS) we will support student planning, preparation, participation and performance in their college and career aspirations and goals.
5	Optional	



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Implement CCSS aligned curriculum by using non-fiction, high quality materials to increase student achievement.	Our current curriculum is not aligned to CCSS. Many teachers rely on the basal to deliver instruction and plan their lessons. By ensuring that teachers have access to curricula that is aligned to CCSS and that it is implemented with fidelity, student achievement will increase.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned literacy instruction (language arts, social science, science and math) delivered by teacher leaders to each grade band.	Professional Development	All	Principal, AP, BLT, LLT	On-going	On-going		
Assess current curriculum and invest in non-fiction leveled readers, and fiction titles meeting the recommendation of common core text complexity. These texts will address the needs of all students and increase reading comprehension.	Instructional Materials	All	Principal, AP, BLT, LLT	On-going	On-going		
Professional development will be provided for all teachers in specific strategies for addressing English Language Learners.	Professional Development	All	Principal, AP, BLT, LLT	On-going	On-going		
Teacher teams will implement and evaluate various curricula.	ILT/ Teacher Teams	All	Principal, AP, BLT, LLT	On-going	On-going		
. Assess current curriculum and invest in Spanish non-fiction level	Instructional Materials	English Language Learners	Principal, AP, BLT, LLT	On-going	On-going		
100% of teachers will use various supplies and materials to enhance and scaffold curriculum and instruction through cooperative learning, independent learning and guided instruction.	supplies	All	Principal, AP, BLT, LLT	On-going	On-going		
Teachers will implement technology in their classrooms to address and accommodate learner needs. (laptops, elmos, ipads, LCD projectors, smart boards).	Equipment/ Technology	All	Principal, AP, BLT, LLT	On-going	On-going		
Development of Curriculum Units aligned to strategically address district benchmark assessment.	ILT/ Teacher Teams	All	Principal, AP, BLT, LLT	On-going	On-going		
. Assess current curriculum and invest in Spanish non-fiction level	Equipment/ Technology						



Strategic Priority 3



Strategic Priority 4

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