CIWP

2012-2014 Continuous Improvement Work Plan

Lenart Elementary Regional Gifted Center

Skyway Elementary Network

8101 S LaSalle St Chicago, IL 60620

ISBE ID: 150162990252856

School ID: 610298

Oracle ID: 29361

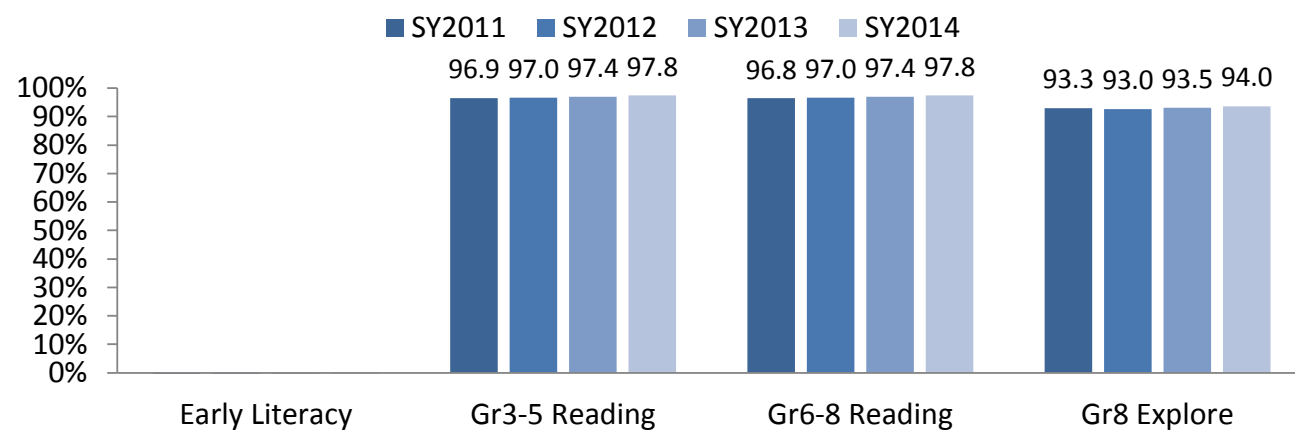CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission of the Lenart Regional Gifted Center is to operationalize our collective vision through the efficient utilization of resources and the effective communication of our program goals. As we provide a comprehensive gifted program for students in grades kindergarten through eighth, we will incorporate principles of acceleration and enrichment, resulting in a curriculum which is significantly more advanced than the standard educational curriculum. The provision of this gifted education will require a clearly defined and sustained effort by the students, staff and parents of the Lenart community. The effort will include a consistent staff development initiative, as well as the establishment of corporate and/or a university partnership.
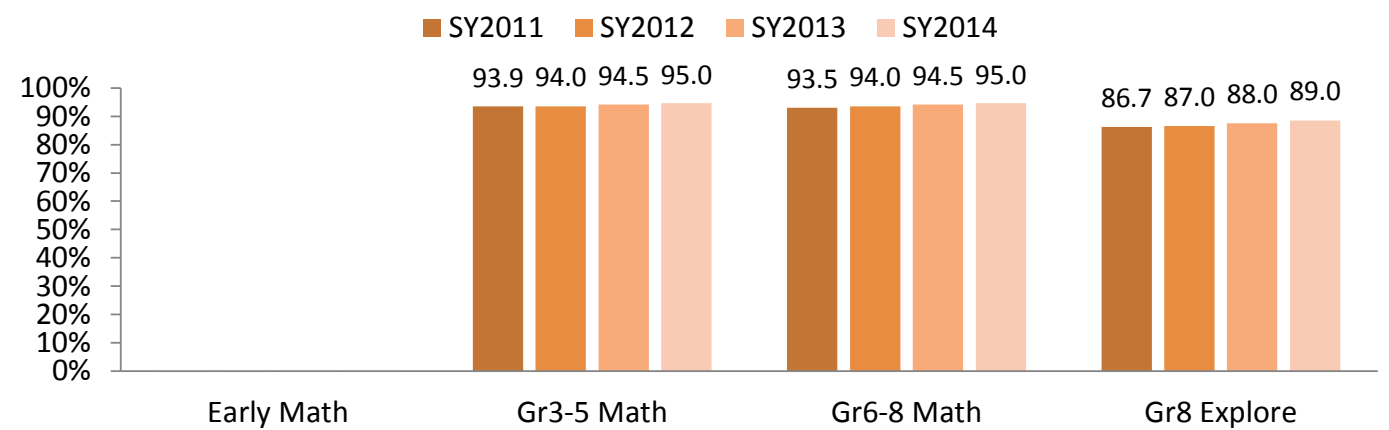
Strategic Priorities

1. The ILT regularly analyzes quantitative and qualitative data to monitor the implementation of the ELACCSS and make needed adjustments regularly.

2. We will ensure curricular alignment to the common core standards by determining that teachers have the necessary texts and resources to fully implement these standards, in addition to determining proper grade level for instruction, in keeping with our accelerated curriculum.

3. In order to ensure our already accelerated curriculum is aligned to the Common Core, professional development is conducted with all teachers and its effectiveness is monitored regularly. This is to maintain and improve the rigor of our instruction.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading	96.9	97.0	97.4	97.8
Gr6-8 Reading	96.8	97.0	97.4	97.8
Gr8 Explore	93.3	93.0	93.5	94.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	93.9	94.0	94.5	95.0
Gr6-8 Math	93.5	94.0	94.5	95.0
Gr8 Explore	86.7	87.0	88.0	89.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	Lenart Elementary Regional Gifted Center

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
JoAnna Theodore	Principal
Louise Mintz	Assistant Principal
Megan Englemann	Counselor/Case Manager
Betty Morley	Lead/ Resource Teacher
Trina Hodo	Parent/ Guardian
Colette O'Neill	Classroom Teacher
Kathleen Doyle	Classroom Teacher
Jeanine Arundel	Classroom Teacher
Korree Kiszkan	Classroom Teacher
Barbara Prohaska	Classroom Teacher
Michelle Downes	Classroom Teacher
Marva Franklin	Classroom Teacher

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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	N/A	N/A	N/A		**Early Math** % of students at Benchmark on mClass	NDA	N/A	N/A	N/A
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	96.9	97.0	97.4	97.8		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	93.9	94.0	94.5	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.4	72.0	74.0	76.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	46.9	48.0	50.0	52.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	96.8	97.0	97.4	97.8		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	93.5	94.0	94.5	95.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.9	56.0	58.0	60.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	57.6	60.0	62.0	64.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	93.3	93.0	93.5	94.0		**Explore - Math** % of students at college readiness benchmark	86.7	87.0	88.0	89.0

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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	97.4	97.0	97.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	0.3	0.2	0.2	0.2

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	100.0	100.0	100.0	100.0		**ISAT - Reading** % of students exceeding state standards	86.4	87.0	87.5	88.0
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		**ISAT - Mathematics** % of students exceeding state standards	88.0	88.0	88.5	89.0
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		**ISAT - Science** % of students exceeding state standards	88.9	89.0	89.5	90.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	--->		**4**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Lenart's goals have been clearly established with an overall goal of raising the percentage of students who are achieving at the "meets" level. Goals of college readiness have been established over a long period of time, as Lenart students regularly matriculate to the high-performing schools and/or private schools. The accelerated curriculum at Lenart has been specifically developed with the goal of all students reaching the education level of college/university, and even beyond. The ILT, along with the teaching staff, is continuing to improve a strategic plan that is aligned to these practices.	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Lenart school vision has been clearly formulated incorporating best practices for gifted, in addition to monitoring instruction so that district goals are met. The leadership of the school clearly has determined a vision that supports continual improvement, especially with the necessary rigor for both college-bound culture but also due to clear learning goals, that growth and development of lifelong learners.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	We have a small faculty, so each teacher is a vital contributing member of either the ILT Team or Grade Level Team. Some also serve on the RTI Team. Each staff must also provide mentoring especially for critical grades such as seventh, and other teachers, have taken the role of analyzing data, under the leadership of our counselor. Most teachers participate in the SIPAAA/CIWP team. Teachers have shared the duties of coaching, facilitating parent workshops, and the job of union representative has been rotated. It has been a well-established protocol, after attending a professional development outside the local school, that teachers then present to other staff at faculty meetings.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT consists of lead math, language arts, science and a representative from the primary grades. The ILT Team is responsible for attending weekly meetings to review data and follow-up on the implementation of the Common Core The ILT team meets for quartly meetings with network or district coaches and share information during weekly staff meetings. ILT team facilitates curricular decisions and provides coaching as needed for other teaching staff. ILT regulary refects on the effectiveness of their leadership goals. ILT meets weekly, consisting of teachers representing all major desciplines to review and analyze data, facilitating curriculum decisions and provide coaching as needed with other teaching staff.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	At the weekly ILT meetings teachers analyzing data relative to the schools theory of action on an onging basis, comparing growth targets for NWEA results with most current ISAT results in to make adjustments to their focus and to target support for particular teachers and students.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	School Effectiness Frameswork Evidence-ILT and grade level teams are collaborating to align our scope and sequence with Common Core Standards by attending professional development in the network and then meeting at weekly ILT and grade level meetings. Each grade level and/or subject area is developing units of instruction to both encourage rigor and ensure previous grade standards and those one grade level above meets. Texts used for instruction one to two years above grade level in order to maintain a rigorous literary curriculum as we and/or exceeding current state standards have 100% meets for all grades. The Resource teacher meets with the subject area teachers bi-weekly to ensure that students with disabilities are gaining core content knowledge and skills. When necessary, the resource teachers supports the students by modifications, small group work,	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials currently available correlated with the range of different grade level standards. These materials need to be aligned with the Common Core. Students with disabilities are provided with a variety of instructional media, including Smart Boards, Ipads, Computers and Word Processing devices.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment		--->	3
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	NWEA Map tests are given three times yearly, and these results are immediately available to teachers, not only to drive instruction, but to measure growth from test period to the next test period. Each grade level teacher uses the following for assessment: chapter and unit tests, diagnostic tests when needed, benchmark tests, constructed response practice tests, project evaluations using rubrics, and finally evaluation of weekly classwork. When needed, support staff can provide individual screening measures at teacher requests for further assessing individual students. All of the above listed assessments will need to be aligned with the ELA Common Core Standards. Teachers have started this process, but it will need to continue as an ongoing process, throughout the school year 2012-2013 school year. Teachers are provided with copies of all 504's and IEP's for all their students, and regularly review these plans with the counselor/case manager. Teachers attend any meetings held for their students, for 504, IEP, or RTI meetings. All staff are made aware of necessary accommodations and modifications for students with disabilities. At

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers who have benefitted from CCSS professional development can communicate with students the standards-based objective, as well as the relevance of what they are learning. These teacher leaders will work with other teachers throughout the school year to ensure all staff have this capacity. Teachers at Lenart, as part of the gifted training and professional development, have learned to incorporate heigh level questioning techniques, applying the higher levels of synthesis, analysis and evaluation, as defined in Bloom's Taxonomy. Through professional development weekly ILT and grade level meetings, teachers will continue to sequence and align the common core standards with Lenart's curriculum. Students with disabilities are provided the same level of rigor and access to complex tests in instruction as all Lenart students. We do no have ELL students. Teachers use formative assessments at times, but the ILt team and other teacher leaders, through weekly meetings, should monitor	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Teachers and/or parents may refer students who may benefit from interventions, including RTI and/or 504/IEP services. Once referred, a specific procedure is followed to determine how to best support the student. All students participate in NWEA MAP testing in the fall, winter, and spring to monitor progress and determine learning gaps. If further testing is needed, the psychologist may further evaluate, if warranted, and proper steps are followed. Students are assessed according to presenting needs which may include classroom observation, quesonnaries, and clinician evaluations. A team of relevant school staff meet to develop a plan to best serve the student. Services may be offered in the classroom, in small groups, and/or outside the classroom. The ILT and teacher teams meet weekly to discuss data, analyse interventions, and revise plans.	
Whole staff professional development	--->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Teachers collaborate at weekly grade level meeting and ILT meetings. After attending professional development, teachers share what they have learned with each other. Teachers are asked at regular intervals to rate the professional development, and provide feedback via a confidential evaluation form. This information is shared with the ILT team, and administators.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers discuss reading lessons in grades K-3 weekly to discuss student growth. Departmental teachers 4-8 meet in small groups to monitor growth. All teachers regularly analize NWEA/MAP Date to ensure student growth. ILT regularly meets with grade level to share Common Core Standard and other Professional Development. We have weekly grade level and ILT meetings ongoing throughout the year.	
	Instructional coaching	--->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Ideally staff could benefit from both a reading and a math coach. During the school year 2012-2013 network help will be sought for this purpose. New teachers are provided with various handbooks, sharing resource materials, administrative classroom visits with feedback provided. All new teachers are sent to the yearly Gifted Conference. All new teachers are also sent to Chicago Public Schools Professional Development for French, Science and the Common Core Standards.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	--->		
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice		
	Relationships	--->		
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.		
	Behavior& Safety	--->		
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations*	--->		
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.		
	Ongoing communication	--->		
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.		
	Bonding	--->		
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.		

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
	Specialized support	-->		
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.		
	College & Career Exploration and election	-->		
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.		
	Academic Planning	-->		
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.		
	Enrichment & Extracurricular Engagement	-->		
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.		

6: College and Career Readiness Supports

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School Effectiveness Framework

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

DIMENSION	Typical School	Effective School	Evidence	Evaluation
	College & Career Assessments	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.		
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	-->		
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.		

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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***	-->		
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.		
	Building a Team	-->		
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.		
	Use of Time	-->		
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.		

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of the Lenart Regional Gifted Center is to operationalize our collective vision through the efficient utilization of resources and the effective communication of our program goals. As we provide a comprehensive gifted program for students in grades kindergarten through eighth, we will incorporate principles of acceleration and enrichment, resulting in a curriculum which is significantly more advanced than the standard educational curriculum. The provision of this gifted education will require a clearly defined and sustained effort by the students, staff and parents of the Lenart community. The effort will include a consistent staff development initiative, as well as the establishment of corporate and/or a university partnership.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	The ILT regularly analyzes quantitative and qualitative data to monitor the implementation of the ELACCSS and make needed adjustments regularly.	To monitor our already gifted curriculum to implement and align with the more rigourous ELA CCSS. Core subject area teachers need to develop unit plans across grade level bands, aligning current accelerated curriculum with the CCSS. An overall curriculum map of Lenart's program is being developed over the next two school years.
2	We will ensure curricular alignment to the common core standards by determining that teachers have the necessary texts and resources to fully implement these standards, in addition to determining proper grade level for instruction, in keeping with our accelerated curriculum.	Although many resources are already available in our building, we will strive, through professional development led by our ILT Team to survey, inventory, and otherwise, that proper resources are made available to both enhance the rigor in the implementation of the Common Core, and align current instruction to include Common Core at all grade levels. At specific intervals during the school year, grade level teams, whether vertical or horizontal, will review and analyze unit plans, lesson plans, and assessments of CCSS to continually monitor what resources are available and what additional materials are needed for full implementation of CCSS. Teacher leaders, with their teams, need to ensure that each grade lead has at hand resources at the appropriate level of complexity to meet the accelerated nature of Lenart's program.

3	In order to ensure our already accelerated curriculum is aligned to the Common Core, professional development is conducted with all teachers and its effectiveness is monitored regularly. This is to maintain and improve the rigor of our instruction.	While we have an already rigorous curriculum, we have students who need to raise their current growth scores by improving the level of rigor in all subject areas, in addition to evaluating current texts for complexity, as our resources could then better support improved instruction. The professional development is designed to meet these objectives, thereby improving overall instruction. Opportunities for professional development specific to best practices in gifted education will be sought as well as workshops, seminars, and training classes for core subject area teachers stressing the further improvement of rigor, to include higher level thinking and questioning techniques, increased use of informational texts, as well as providing opportunities for staff to analyze text complexity.
4	Optional	Optional
5	Optional	Optional

Strategic Priority 1

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

Strategic Priority Description	Rationale
The ILT regularly analyzes quantitative and qualitative data to monitor the implementation of the ELACCSS and make needed adjustments regularly.	To monitor our already gifted curriculum to implement and align with the more rigourous ELA CCSS. Core subject area teachers need to develop unit plans across grade level bands, aligning current accelerated curriculum with the CCSS. An overall curriculum map of Lenart's program is being developed over the next two school years.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers will design and deliver instruction based on lesson plans alligned to ELA Common Core standards.	Instruction	All	Teachers/Administration	Quarter 1	On-going	On-Track	Begin to align Math CCSS in the same manner as with the ELA Common Core.

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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
We will ensure curricular alignment to the common core standards by determining that teachers have the necessary texts and resources to fully implement these standards, in addition to determining proper grade level for instruction, in keeping with our accelerated curriculum.	Although many resources are already available in our building, we will strive, through professional development led by our ILT Team to survey, inventory, and otherwise, that proper resources are made available to both enhance the rigor in the implementation of the Common Core, and align current instruction to include Common Core at all grade levels. At specific intervals during the school year, grade level teams, whether vertical or

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The ILT team leaders will conduct professional development designed to support teachers inaligning our gifted curriculum with the Common Core, and determing which standards are taught at each grade, per our advanced curriculum.	ILT/ Teacher Teams	All	ILT Team	Quarter 1	On-going	On-Track	ILT team meetings to develop professional development plan.

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Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
In order to ensure our already accelerated curriculum is aligned to the Common Core, professional development is conducted with all teachers and its effectiveness is monitored regularly. This is to maintain and improve the rigor of our instruction.	While we have an already rigorous curriculum, we have students who need to raise their current growth scores by improving the level of rigor in all subject areas, in addition to evaluating current texts for complexity, as our resources could then better support improved instruction. The professional development is designed to meet these objectives, thereby improving overall instruction. Opportunities for professional development specific to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development provided for all teachers emphasizing improving rigor, in addition to evaluating current texts for complexity. ILT team/teacher leaders/administrators observed instructional activities at least once in each classroom to assess the level of rigor in accordance with the Common Core, in addition to assessing the effectiveness of professional development.	Instruction	All	ILT Team/Administration	Quarter 1	On-going	On-Track	The status of this milestone will be ongoing during the 2012-2014 school years.

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Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
	Optional

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Optional							

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Strategic Priority 5

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

Strategic Priority Description	Rationale
	Optional

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Optional							

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