



2012-2014 Continuous Improvement Work Plan

## Austin Business and Entrepreneurship Academy HS

West Side High School Network  
 231 N Pine Ave Chicago, IL 60644  
 ISBE ID: 150162990250839  
 School ID: 400018  
 Oracle ID: 66411



### Mission Statement

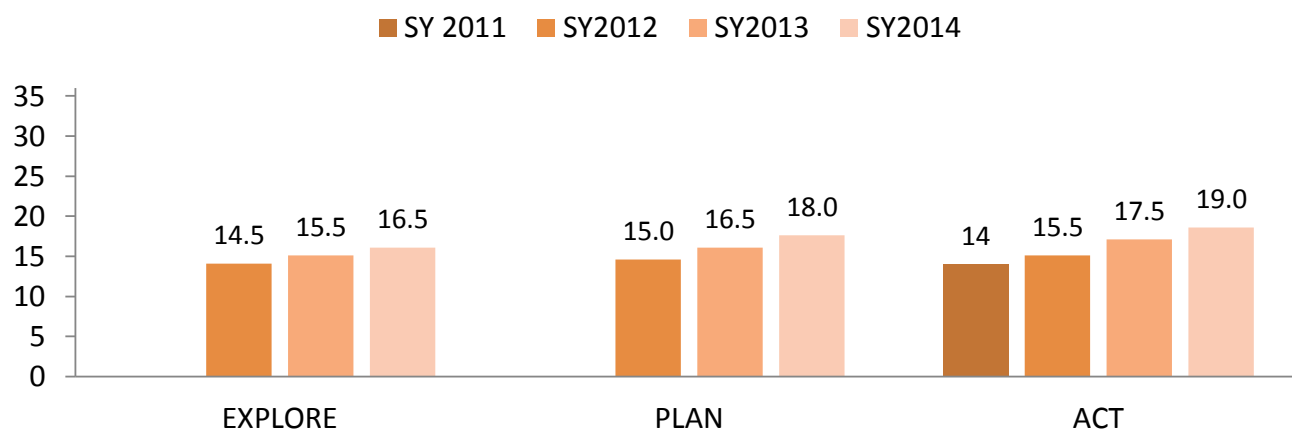
The mission of Austin Business and Entrepreneurship Academy is to transform student's lives by providing a rigorous academic program utilizing business frameworks that challenge students to reach their highest social and academic potential in preparation for college and career success. We provide a supportive, safe, and engaging learning environment where all students are valued for their uniqueness. Through the application of 21st century skills our students will become critical thinkers, productive citizens, and the next generation of Business Leaders, Owners, Executives, and Entrepreneurs who will invest in the local and global communities.

### Strategic Priorities

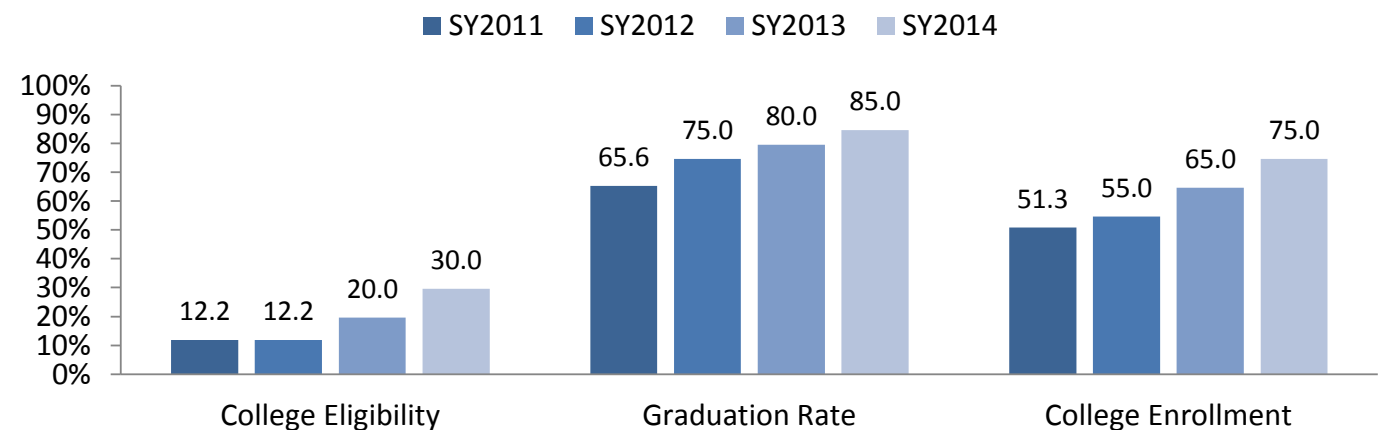
1. To improve student learning all academic departments will focus on the alignment of their instruction to the Common Core State Standards and making the instructional shifts needed for successful implementation. This priority ensures that we are engaging students in rigorous curriculum that will produce College and
2. To improve student learning teachers will focus on improving their practice through research based, best practice instructional strategies beginning with an intimate knowledge and application of CPS Framework for Teaching. This will be implemented through CPS REACH students (Recognizing Educators Advancing Chicago's
3. BUSINESS Integrate aspects of business concepts across curriculum. A) Increase student proficiency in business soft skills. B) Increase the percent of graduating seniors with business certifications to 75% (i.e. WISE -Working in Support of Ed. Financial Literacy Certification, NFTE- Network for TeachingEntrepreneurship); C)
4. To improve student learning the school community will focus on the social and emotional learning of our students. In partnerships with CASEL (Collaborative for Academic, Social, and Emotional Learning) we will instill high levels of the five competencies of SEL: Self-Awareness, Self-Management, Responsible decision making,

### School Performance Goals

#### EPAS Goals



#### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Austin Business and Entrepreneurship Academy HS

**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
Wayne K. Issa	Principal
Sherri B. Quinones	Other
Aubrey Monks	Classroom Teacher
Marcus P. Floyd	Support Staff
Stephanie Dollinger	Counselor/Case Manager
Daniel Rosenberg	Special Education Faculty
Joanne Stuckey	Parent/ Guardian
Rev. Lewis Flowers	Community Member
Jorge Sanchez	Classroom Teacher
Becca Raven Uminowicz	Support Staff
Valentin Torres	Classroom Teacher



## High School 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: PSAE scores include all students in the aggregates, including English Language Learners.

### Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>9th Grade - EXPLORE</b> Average EXPLORE score		12.0	14.5	15.5	16.5	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	12.2	12.2	20.0	30.0
<b>10th Grade - PLAN</b> Average PLAN score		13.2	15.0	16.5	18.0	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	65.6	75.0	80.0	85.0
<b>11th Grade - ACT</b> Average ACT score	14.4	12.6	15.5	17.5	19.0	<b>College Enrollment</b> % of graduates enrolled in college	51.3	55.0	65.0	75.0

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.5
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	2.5	2.5

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Attendance Rate</b> Average daily attendance rate	76.0	85.0	90.0	95.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	12.4	10.0	8.0	5.0
<b>Freshman On-Track</b> % of Freshman Students on-track	NDA	85.0	85.0	90.0	<b>Sophomore On-Track</b> % of Sophomore students on track	NDA	85.0	90.0	95.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	8.6	20.0	40.0	60.0		<b>PSAE Reading</b> % of students exceeding state standards	0.0	5.0	10.0	20.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	0.0	20.0	40.0	60.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	5.0	10.0	20.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	6.9	20.0	40.0	60.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	5.0	10.0	20.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>A. Goals for the following have been established: EPAS, FOT, SOT, Attendance, Interim assessments, Scantron, Full School Day, Dashboard Metrics, and Grade Level and Subject teams; as well as an Instructional Leadership Team has been established.</p> <p>B. The school has established both a Theory of Action and FSD Strategic Plan (attached)</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Evidence found in:</p> <p>A. Departmental Common Planning times have been established; topics for teacher CPS PD are targeted specifically to inform teachers of district initiatives and pedagogy; Peer Evaluation and Teacher Evaluation System have been explained and implemented by the principal. Additionally, the school has supported teachers in attending external PD in the areas of Science, SEL, Classroom Management, District Business PD, English, Math and Social Studies Counseling.</p> <p>B. Principal has established a vision for instructional best practices in the monitoring and re-tooling content of departmental meetings and in conducting ongoing teacher observations and pre and post conferences of these evaluations.</p> <p>C. In improving our communication systems, as a new school, are currently establishing sound systems for families and community engagement via school wide events. An LSC and PAC has now been established. There are plans to further strengthen the School-</p>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>A. ILT, Rtl, Grade Level, FOT/SOT, SEL Teams has been established; however only a certain number of teachers participate. The goal is to have every teacher participate in these teams by improving meeting attendance and deliverables. Meeting tracking needs improvement in the form of agendas, goals, sign in sheets and minutes and overall meeting efficiency.</p> <p>B. We provide equity of teacher voice, however, it is not being used as much as we would like it to (i.e. principal’s accessibility; meeting invitations).</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>A. ILT – Has representation of core departments: team identifies key areas of improvement using data; analyzes data (could be better); assessment and instructional deadlines are established and communicated;</p> <p>For improvement: Begin to lead school strongly in facilitating two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus PD for teachers</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Data team has been established for the sole purpose of systematically analyzing and adjusting instruction and other metrics.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Common Core SS have been introduced, however plans for a full unpacking of CCSS are being made; year-long planning/pacing should be implemented for each individual teacher; plans for year-long planning and pacing are being made.</p> <p>With the implementation of the FSD, special education students will receive individualized targeted support during a specific time.</p>	
	<b>Instructional materials</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Textbooks are current; and aligned to CRS; awaiting to acquire core materials aligned with CCSS; Business materials are aligned with business standards;</p> <p>much technology is current, though constantly seeking to expand technological resources (i.e adaptive technology for SPED population, digital library).</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Assessments are publicized and administered in a timely fashion, however, the results are available yet this availability is not communicated to students in a timely fashion for ALL assessments. Some teachers are not using this data to drive instruction; plans for providing PD on using all assessment data to drive instruction is forthcoming</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>2</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>School is meeting minimal standards yet can improve on high level questioning techniques; aligning standards-based objectives and scaffolding within the classroom.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>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.</p> <p>Plans for stronger intervention of RtI Strategies are being made.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole staff professional development occurs regularly Planning for year-long focus is absent for SY 12 , but will be done beginning SY 13.</p> <p>A stronger monitoring mechanism will be put into place for on-sight PD</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Ineffective use of zero period</p> <p>Planning between SPED and REG teachers will be strengthened</p> <p>Departmental meeting times exist, but specific agendas, outcomes and measurable goals are lacking</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Interdepartmental peer observations are needed on a consistent basis; Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. The number of Peer observation and cross-classroom visitations will be increased;</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Currently meeting the minimum requirements of a typical school and working towards building a school that reflects a college-going environment across all grade levels.	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Strong relations are present between students and immediate teachers, but school is currently working toward a holistic advocacy program (SEL ). This will drive positive interactions both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior.	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	Staff members address behavior issues appropriately, school is currently working on a school wide approach to address discipline to maximize student learning.	

## 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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Expectations are communicated to students but school can be more proactive in providing information consistently regarding grading standards and grade level goals.	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	School provides information through, parent nights/ parent portals, but needs to be more proactive in engaging families about ongoing conversations school information	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	Positive support for students is currently being offered during school hours, but extended support to reach homes is currently being implemented.	

## 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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Positive support for students is currently being offered during school hours, but extended support to reach homes is currently being implemented.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Increase the number of students participating in college exposure for EVERY grade level) college fairs. Tours etc.); Currently the school is meeting minimal standards regarding communicating college and career opportunities to students, plans to increase this information for EVERY student are being made	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Increase the number of Advanced Placement and Honors level courses offered and beginning at the freshman level, prepare students for this increased rigor; hence college completion.  Increase the number of students completing the 4 year plans;		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	Increased the number of opportunities  Increase student awareness		

## 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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Test Prep. Consultant Revolutionary Prep was hired to work with teachers and grade 11 students.</p> <p>Grades 9-11 participated in pre and post EPAS assessment sessions and Interim Assessments</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>During student Town Hall meetings, Report Card Pick Up and Parent meetings, information on the cost of colleges and Financial Aid information was provided; this was presented to all grade levels.</p>	
<b>Transitions</b> ----->			<b>1</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Going forward a more focused second semester “transition” process will occur for every grade level.</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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	School discretionary funding is consistently aligned to identify needs. Actively seeking outside funding opportunities including "FSD Innovation Grant" with the intention of developing partnerships with community businesses.	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Staff members were hired after a needs assessment. We also use a multi-step interview process. Established grade level and course teams.	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Built in teacher collaboration time during the school day, per subject level. (Zero period and departmental prep time)	

## 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 Austin Business and Entrepreneurship Academy is to transform student's lives by providing a rigorous academic program utilizing business frameworks that challenge students to reach their highest social and academic potential in preparation for college and career success. We provide a supportive, safe, and engaging learning environment where all students are valued for their uniqueness. Through the application of 21st century skills our students will become critical thinkers, productive citizens, and the next generation of Business Leaders, Owners, Executives, and Entrepreneurs who will invest in the local and global communities.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To improve student learning all academic departments will focus on the alignment of their instruction to the <b>Common Core State Standards</b> and making the instructional shifts needed for successful implementation. This priority ensures that we are engaging students in rigorous curriculum that will produce College and Career ready students.	Ensuring that students are meeting and exceeding national standards ensures that they will enjoy many post-secondary options for college and career. Curriculum aligned to common core standards will ensure that graduating students are career and college ready. College-Ready citizens are eligible to enroll in a Selective 4-Yr. college or other 2 and 4 Yr colleges and acquire resources to finance post-secondary education. The common core standards give parents, teachers, and students a clear understanding of what is expected of them to reach these benchmarks.
2	To improve student learning teachers will focus on improving their practice through research based, best practice instructional strategies beginning with an intimate knowledge and application of CPS Framework for Teaching. This will be implemented through <b>CPS REACH students (Recognizing Educators Advancing Chicago's Students)</b> teacher observation and evaluation tools.	Research confirms that the one most important factor, of many, in what and how well a child learns is the person that teaches them. Therefore spending time to insure that teachers are highly proficient in the competencies associated with classroom educators will increase student learning.
3	<b>BUSINESS Integrate aspects of business concepts across curriculum. A)</b> Increase student proficiency in business soft skills. <b>B)</b> Increase the percent of graduating seniors with business certifications to 75% (i.e. WISE -Working in Support of Ed. Financial Literacy Certification, NFTE- Network for TeachingEntrepreneurship); <b>C)</b> Increase the percent of students with memberships in professional business organizations (i.e. Business Professionals of America BPA) to 75%.	The rationale for Goal 3 is to develop World Class citizens with 21st Century skill sets. Currently, the majority of students' exposure to global business practices is limited; student demonstrative business skill proficiency (Web, email, presentation conferencing) and professional business involvement is non-existent to low. In order to align with the district and school vision and mission, student business proficiency must be improved. The District pillars of Awareness, Readiness, Access and Success are a focus of our school Business and College & Career goals.

4	<p>To improve student learning the school community will focus on the social and emotional learning of our students. In partnerships with <b>CASEL (<i>Collaborative for Academic, Social, and Emotional Learning</i>)</b> we will instill high levels of the five competencies of SEL: Self-Awareness, Self-Management, Responsible decision making, Relationship Skills, and Social Awareness.</p>	<p>The rationale for Goal 4 is to improve the social, and emotional environment of the school community. Creating a strong environment of respect, excellence, and professionalism will move us to providing the safe, supportive atmosphere that is conducive toward learning and character development. Utilizing CASEL (Collaborative for Social Emotional Learning) strategies will promote holistic growth for students.</p>
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
To improve student learning all academic departments will focus on the alignment of their instruction to the Common Core State Standards and making the instructional shifts needed for successful implementation. This priority ensures that we are engaging students in rigorous curriculum that will produce College and Career ready students.	Ensuring that students are meeting and exceeding national standards ensures that they will enjoy many post-secondary options for college and career. Curriculum aligned to common core standards will ensure that graduating students are career and college ready. College-Ready citizens are eligible to enroll in a Selective 4-Yr. college or other 2 and 4 Yr colleges and acquire resources to finance post-secondary education. The common

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher will backmap units from assessments and align with CCSS and CRS.	ILT/ Teacher Teams	All	Mr. Issa	Summer 2012	Summer 2012	On-Track	
Teachers will implement regular DDI cycles to target student gaps in learning and misconceptions	ILT/ Teacher Teams	All	Mr. Issa	Quarter 1	Quarter 4	On-Track	
Teachers will attend professional development on teaching in longer blocks and using best practices.	Professional Development	All	Mr. Issa	Summer 2012	Summer 2012	On-Track	
School will support Junior students with year long ACT Prep in Seminar Class (perscriptive and predictive assessment)	Instruction	All	Mr. Issa	Quarter 1	On-going	On-Track	
Provide before and after school tutoring for students (possible Saturday School).	After School/ Extended Day	All	Mr. Issa	On-going	On-going	On-Track	
Train teachers on integrating technology into their curriculum.	Professional Development	All	Mr. Issa	Summer 2012	On-going	On-Track	
Implement rigorous RTI program to quickly identify students that need added support.	ILT/ Teacher Teams	All	Mr. Issa	Quarter 1	On-going	On-Track	
Teachers will develop Performance Assessments for students.	Instruction	All	Mr. Issa	Summer 2012	On-going	On-Track	
Purchase technology to be used in classrooms.	Equipment/ Technology	All	Mr. Issa	Summer 2012	On-going	On-Track	
Student incentives for growth, celebrations, assemblies	Supplies	All	Mr. Issa	On-going	On-going	On-Track	
Intervention Support Products/Materials	Supplies	All	Mr. Issa	Summer 2012	On-going	On-Track	
Teacher participation in subject matter conferences (travel, lodging, fees).	Professional Development	All	Mr. Issa	On-going	On-going	On-Track	
Textbooks, Workbooks, Classroom Supplies	Instructional Materials	All	Mr. Issa	Summer 2012	On-going	On-Track	



**Strategic Priority 1**

Teachers will vertically align curriculums across grade levels and horizontally align within content areas	Instruction	All	Mr. Issa	Summer 2012	On-going	On-Track	
Instructional Rounds, Interdepartmental Peer Observations	Instruction	All	Mr. Issa	On-going	On-going	On-Track	
Professional Resources for Staff	Professional Development	All	Mr. Issa	On-going	On-going	On-Track	
Parent Workshops	Parental Involvement	All	Mr. Issa	On-going	On-going	On-Track	
Communication with parents about academics (Website, Newsletter, Announcements, Emails, texts, etc)	Parental Involvement	All	Mr. Issa	On-going	On-going	On-Track	
Recruitment of business-minded students	Other	All	Mr. Issa	On-going	On-going	On-Track	
Student Travel	Other	All	Mr. Issa	On-going	On-going	On-Track	
Hire teachers and support staff	Staffing	All	Mr. Issa	On-going	On-going	On-Track	
Reading across the curriculum materials, resources, supplies	Instructional Materials	All	Mr. Issa	Summer 2012	On-going	On-Track	
Reading across the curriculum training	Professional Development	All	Mr. Issa	Summer 2012	On-going	On-Track	
Teacher training and PD for "Framework for Teaching"	Professional Development	All	Mr. Issa	Summer 2012	On-going	On-Track	
Formal Observations of teachers using REACH framework	Instruction	All	Mr. Issa	Quarter 1	On-going	On-Track	





Strategic Priority 2

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### 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
BUSINESS Integrate aspects of business concepts across curriculum. A) Increase student proficiency in business soft skills. B) Increase the percent of graduating seniors with business certifications to 75% (i.e. WISE -Working in Support of Ed. Financial Literacy Certification, NFTE- Network for TeachingEntrepreneurship); C) Increase the percent of students with memberships in professional business organizations (i.e. Business Professionals of America	The rationale for Goal 3 is to develop World Class citizens with 21st Century skill sets. Currently, the majority of students' exposure to global business practices is limited; student demonstrative business skill proficiency (Web, email, presentation conferencing) and professional business involvement is non-existent to low. In order to align with the district and school vision and mission, student business proficiency must be improved. The

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and implement a student-centered marketing plan	ILT/ Teacher Teams	All	Mr. Issa	Summer 2012		On-Track	
Build and establish relationships with community businesses and academic universities (job-shadow, internships, recruitment support, grad student support).	Other	All	Mr. Issa	On-going		On-Track	
Implement Grade-Level Seminars that focus directly on soft skills.	ILT/ Teacher Teams	All	Mr. Issa	Quarter 1		On-Track	
Purchase curriculum and support materials	Instructional Materials	All	Mr. Issa	Summer 2012		On-Track	
Professional Organization membership fees (including fees association with business certifications)	Other	All	Mr. Issa	On-going		On-Track	
Cross-curricular training of soft skills for staff	Professional Development	All	Mr. Issa	Summer 2012		On-Track	
Build partnerships with corporations	Other	All	Mr. Issa	On-going		On-Track	
Partner with CTE for coordinator position	Staffing	All	Mr. Issa	Summer 2012		On-Track	
Hire business teachers and support staff	Staffing	All	Mr. Issa	On-going		On-Track	



**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
To improve student learning the school community will focus on the social and emotional learning of our students. In partnerships with CASEL (Collaborative for Academic, Social, and Emotional Learning) we will instill high levels of the five competencies of SEL: Self-Awareness, Self-Management, Responsible decision making, Relationship Skills, and Social Awareness.	The rationale for Goal 4 is to improve the social, and emotional environment of the school community. Creating a strong environment of respect, excellence, and professionalism will move us to providing the safe, supportive atmosphere that is conducive toward learning and character development. Utilizing CASEL (Collaborative for Social Emotional Learning) strategies will promote holistic growth for students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
transportation for students who qualify for financial support (bus cards)	Other	All	Mr. Issa	Summer 2012		On-Track	
student uniforms/school supplies	Supplies	All	Mr. Issa	Summer 2012		On-Track	
Professional Development on implementation of 5 competencies of SEL	Professional Development	All	Mr. Issa	Summer 2012		On-Track	
Coordinator	Staffing	All	Mr. Issa	On-going		On-Track	
Team Building Activities	Professional Development	All	Mr. Issa	On-going		On-Track	
Parents	Parental Involvement	All	Mr. Issa	On-going		On-Track	
Forming Student Advisory Council (student government, peer jury)	LSC/ PAC/ PTA	All	Mr. Issa	On-going		On-Track	
Sports and Extracurricular Support (academic and athletic programs)	After School/ Extended Day	All	Mr. Issa	On-going		On-Track	
Student Activities (prom, assemblies, dances, luncheons, field trips, etc)	Other	All	Mr. Issa	On-going		On-Track	
Develop mentoring program (teacher to teacher, adult to student, student to student)	ILT/ Teacher Teams	All	Mr. Issa	On-going		On-Track	
Positive Reinforcement Incentive Program	Other	All	Mr. Issa	On-going		On-Track	
Membership fees to academic organizations (NHS, etc)	Other	All	Mr. Issa	On-going		On-Track	
Supplies for SEL	Supplies	All	Mr. Issa	Summer 2012		On-Track	
School Cultural Building	Other	All	Mr. Issa	Summer 2012		On-Track	
360 communication strategy (website, email, video monitors)	Equipment/ Technology	All	Mr. Issa	Summer 2012		On-Track	
Teacher Incentives (monthly, quarterly, annually)	Other	All	Mr. Issa	On-going		On-Track	
School Beautification Committee	Other	All	Mr. Issa	Quarter 1		On-Track	



Strategic Priority 4

Digital Library (subscriptions, online access, media tools, resources, etc)	Instructional Materials	All	Mr. Issa	On-going		On-Track	

