North-Grand High School

West Side High School Network

4338 W Wabansia Ave Chicago, IL 60639

ISBE ID: 150162990250825

School ID: 609691

Oracle ID: 46431
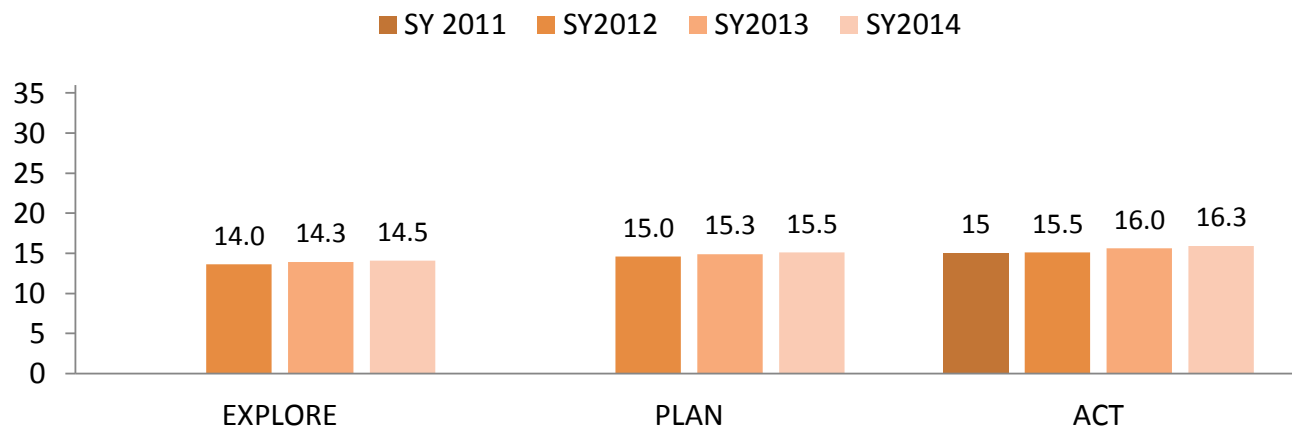
Mission Statement

To create a nurturing community of life long learners who can strive successfully to achieve their highest intellectual, emotional, social, and ethical potential. To develop an evironment where students construct meaning by actively participating in the learning process, embracing academic excellence, high moral values, and proper social behaviors. To implement an intellectually challenging core curriculum, focusing on reading, math, and modern technology. To develop productive partnerships among students, parents, teachers, and community.
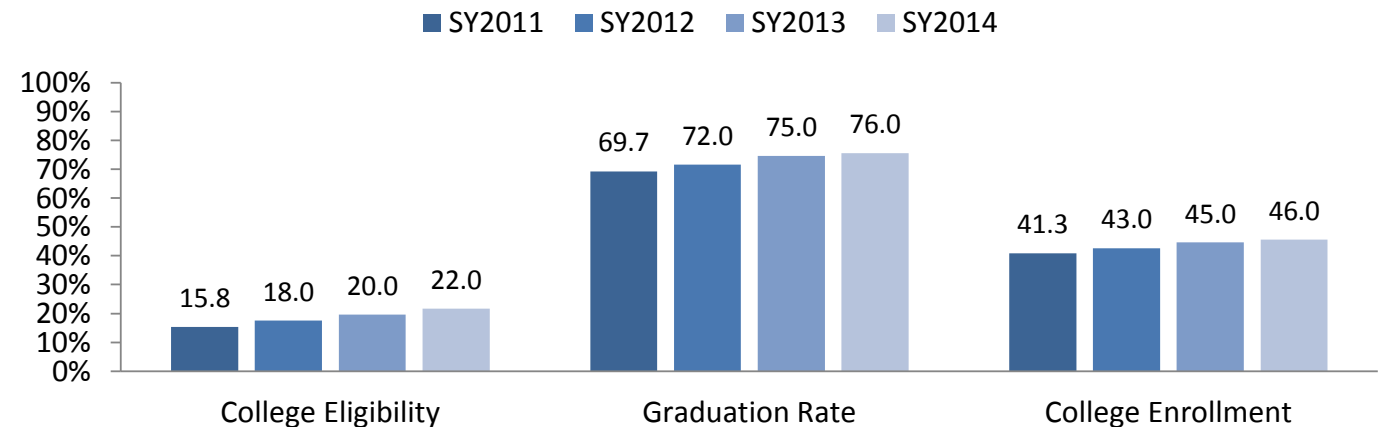
Strategic Priorities

1. Common Core: To align CCSS with the CRS in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level.

2. REACH for Students: Another priority is to ensure we are utilizing the new CPS teacher evaluation framework in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.

3. CASEL: As a CASEL pilot school our priority will be to incorporate strategies for effective social and emotional learning into our curriculum. As part of our Full School Day Plan we will utilize grade level seminars to lead this work.

4. Strengthening Teacher Teams (Instructional Leadership): A major priority for the implementation of the CCSS will be the development of our departments, teacher course teams, and grade level teams. The school's instructional teams will have common planning time for the first team in years.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	14.0	15.0	15
SY2013	14.3	15.3	15.5
SY2014	14.5	15.5	16.0
			16.3

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	15.8	69.7	41.3
SY2012	18.0	72.0	43.0
SY2013	20.0	75.0	45.0
SY2014	22.0	76.0	46.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	North-Grand High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Jason Nault	Principal
Kevin Bacon	Assistant Principal
Gail Cannova	Lead/ Resource Teacher
Brian Niebuhr	Assessment/Data Faculty
Phillip Dworkin-Cantor	Classroom Teacher
Victoria Turbov	Classroom Teacher
Lisa Courtney	Special Education Faculty
Michelle Livas	Classroom Teacher
Richard Moore	Classroom Teacher
Nicholas Guerrero	Classroom Teacher
Adrienne Vacarazza-Isla	Counselor/Case Manager
Lenette Pedraza	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

North-Grand High School

CHICAGO PUBLIC SCHOOLS | CPS

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
9th Grade - EXPLORE Average EXPLORE score	✕	13.5	14.0	14.3	14.5
10th Grade - PLAN Average PLAN score	✕	14.5	15.0	15.3	15.5
11th Grade - ACT Average ACT score	15.4	14.1	15.5	16.0	16.3

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	15.8	18.0	20.0	22.0
5-Year Graduation Rate % of students who have graduated within 5 years	69.7	72.0	75.0	76.0
College Enrollment % of graduates enrolled in college	41.3	43.0	45.0	46.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.3	1.2
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.0	1.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	88.6	89.0	90.0	91.0	**Misconducts** Rate of Misconducts (L4-6) per 100	15.3	15.0	14.0	13.0
Freshman On-Track % of Freshman Students on-track	81.3	76.0	80.0	82.0	**Sophomore On-Track** % of Sophomore students on track	81.3	65.0	69.0	71.0

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.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	18.1	19.0	20.0	21.0		**PSAE Reading** % of students exceeding state standards	0.0	0.5	1.0	1.5
PSAE Mathematics % of students meeting or exceeding state standards	10.9	11.3	12.3	13.3		**PSAE Mathematics** % of students exceeding state standards	0.0	0.5	1.0	1.5
PSAE Science % of students meeting or exceeding state standards	12.6	13.6	14.6	15.6		**PSAE Science** % of students exceeding state standards	0.0	0.5	1.0	1.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	***Goals and theory of action***	-->		**2**
	• 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.	Historical Evidence: We have never had a clear theory of action or strategic plan. ILT and teachers were not previously involved in long-term planning. Large goals have not been broken down into achievable interim goals. We've never had a strategic planning retreat.	
	Principal Leadership	-->		**2**
	• 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.	Historical Evidence: Principal leadership is under transition. We had an interim principal until January after a disruptive principal retirement at the end of last year. Previous evaluation process lacked integrity. Future plans: New protocol for teacher evaluation is much more objective and comprehensive this year. We've opened up more post-secondary paths for students including the military and trade schools, along with college support. This year has had more community events than ever before. The school open house this year was vastly expanded over prior years.	

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
Teacher Leadership	-->		**2**
• 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	Historical Evidence: There is a core group of teachers that bears most of the weight of leading and improving the school. Collaboration in departments and grade levels has been inconsistent. Previous admin did not give opportunities for teacher involvement. There was even fear of involvement as PPC members and union delegates were fired. We never had a PPLC. Teacher leadership teams will be formed in June 2012: Data Team, Grade Level Leads, Attendance Team, Culture and Climate Team, Teacher Leaders, Social/Emotional Team. There will be a PPLC beginning in Aug 2012.	

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
Instructional Leadership Team (ILT)	--->		**2**
• 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	Historical Evidence: Lack of meeting/ communication time makes it difficult for the ILT to bring info to and from teachers. ILT spends most time working on putting out "fires." There hasn't been clear definition of what the ILT is to teachers. Many teachers don't think to talk to ILT member about issues. The ILT has not been focused on data. The ILT has not been consistently involved in planning PD. Future plans: This year the ILT has been much more active than in the past. ILT will have a planning retreat in Aug 2012. ILT will meet weekly during school day.	
Monitoring and adjusting	--->		**1**
• 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.	Historical Evidence: There has been no established data team. There has also been no common planning time at this point. We need to identify good data sources and help teachers to use it to improve instruction. Future plans: The new data team will be responsible for leading PD to help teachers use data and will "fetch" data for teachers and admin per specific requests.	

Date Stamp November 22, 2012

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 2: Core Instruction	*Curriculum*	--->		**2**
	• 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.	Historical evidence: Not all departments are horizontally or vertically aligned with intentionality. Not having common planning makes coordination difficult. Programming has made some of this difficult because students were programmed into inappropriate courses… makes pacing difficult. Most teachers have 3 preps so it makes common planning impossible when there is PD time set aside for it. More nonfiction could be incorporated into English classes if we did more cross-curricular planning.	
	Instructional materials	--->		**2**
	• 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).	Historical Evidence: We don't have a lot of differentiated reading materials. Library is underutilized and there is no online resource to find library books. ELL resources are minimal. Common planning time, which is necessary to coordinate and

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.

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
Assessment	--->		**2**
• 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.	Historical Evidence: Some teachers have started using the new Quarterly Assessments. Not all teachers are coordinating classroom assessments or analyzing the data. Most summative assessments are designed for all students but then modified by Sped inclusion teachers. How are we to modify district assessments for Sped and ELL students? Lack of common planning time makes it hard to coordinate. We have not been doing diagnostic or screening exams. Future plans: Weekly common planning time for course teams will allow teachers	

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
Instruction	-->		**2**
• 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.	Historical Evidence: Many teachers are not using skills-based objectives. English Department has carefully aligned the first two years of English instruction to AP national standards via the CAPE grant. The AP vertical alignment process is underway in English Department. This work needs to continue and other departments need to do similar planning. Many teachers aren't overtly reviewing daily lesson objectives to students in student-friendly language. Teachers are not consistently checking student understanding using formative assessment. We have not had PD on forming and using objectives as an instructional tool.	

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
Intervention	--->		**2**
• 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.	Historical Evidence: We have started monitoring Ds and Fs and making sure that all teachers are accurately and frequently using Gradebook. We just started using standard remediation plans for students who have Ds and Fs. RTI has not been implemented. AVID has been used as intervention to some extent. We've started the "Owls Nest" writing lab with student mentors/tutors. Teachers are reactive and intervene when they see students struggling. We don't have any screening assessments to identify students who	
Whole staff professional development	--->		**1**
• 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.	Historical Evidence: There has not consistently been a coherent professional development plan. PD has been mixed… some has been irrelevant to many teachers. PD has not been differentiated and teacher differences have not been taken into account. We've not had a mentoring or coaching program.	

Professional Learning (vertical label)

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 3: I	*Grade-level and/or course teams*	-->		**1**
	• 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.	Historical Evidence: Teachers haven't had common planning time to work with course teams or grade level teams. We have started some peer discussion through Critical Friends meetings, but they are not focused on course teams or even departmentally. Future plans: Next year, there will be common planning time for all teachers, consisting of the following: common weekly planning/PD for all staff (75 minutes); common weekly course team meetings; common monthly grade level meetings, and common monthly departmental meetings. This common PD/planning time will be used to support cyclical	
	Instructional coaching	-->		**1**
	• 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.	Historical Evidence: We have not had any instructional coaching or mentoring. Future plans: All teachers will meet with Admin, set BOY goals, revisit them mid-year and review/evaluate at EOY. Each teacher will have an individualized PD plan, based on identified areas of need. Admin will aid in the support of instructional coaching by following REACH protocols, identifying needs and providing subsequent tailored PD. Teacher leaders and mentoring teachers will provide Danielson	

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
	High expectations & College-going culture	-->		**3**
DIMENSION 4:Climate and 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	Historical Evidence: There are many opportunities for students to explore college and career opportunities within CTE. The large number of AP courses build college expectations for many students. We have a very active college coach and college resource center. Outside of CTE we don't offer many options for students.	
	Relationships	-->		**3**
	• 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.	Historical Evidence: Parents and students report strong teacher care. There is a high inclusion rate for SPED students. We are a CASEL pilot school for an SEL grant. Programming has not established a path for ELL students to pursue Spanish literacy. We have established partnerships with Legacy Leaders and Family Focus, who assist the school with building community relationships.	
	Behavior& Safety	-->		**3**
	• 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.	Historical Evidence: There has been a low number of L4-L6 misconduct infractions. School-wide discipline expectations and procedures have been unclear and somewhat inconsistent, but some of this is due to transitions in administration. Future plans:	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**2**
	• 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.	Historical Evidence: Syllabi are given to parents, some teachers don't have them translated into Spanish. This year's Open House was welcoming to new students. We have had some Open Houses for parents, but they are not always well-publicized. We don't have an LED sign in front of the building. Most teacher/parent discussions are around behavior and missing work, not about skill development.	
	Ongoing communication	--->		**2**
	• 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.	Syllabi are given to parents, some teachers don't have them translated into Spanish. This year's open house was welcoming to new students. We have had some open-houses for parents, but they are not always well publicized.	
	Bonding	--->		**2**
	• 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.	We have had more events then ever: Talent Show, CD Release Party, Spring Concert, Holiday Concert, Athletic Events, but we're just getting started with this. We had a successful open-house with perspective parents, which is setting a good tone for the future. Homecoming, the Alumni basketball game and participation in the JR seminar has been bringing alumni back into the school and making them welcome.	

Date Stamp November 22, 2012

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	--->		**2**
	• 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.	We do some home visits with students who are truant or having difficulties. There is a lack of understanding for many teachers about how to get specialized support for students.	
	College & Career Exploration and election	--->		**3**
6: College and Career Readiness Supports	• 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.	Full time post-secondary coach. AVID We require students to apply to 5 schools and 5 scholarships. We have had college fares, Military Recruiters,	
	Academic Planning	--->		**2**
	• 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.	Students are encouraged to take AP, but students always know what they are getting into with AP classes. Course sequences were not always aligned in the past, for example, freshmen were put in AP Biology. We don't have an established system to help students select appropriate classes. We don't have a course catalog on paper or online.	
	Enrichment & Extracurricular Engagement	--->		**3**
	• 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.	We've expanded extracurricular activities this year. GSA, Student Council, Academic Decathlon, Improv, Athletics, Owls Nest, Anime Club, Environmental Club, Dance.	

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	*College & Career Assessments*	-->		3
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Every students take ACT and WorkKeys We had a very successful Jr Seminar to help Jrs prepare for ACT and PSAE.	
	College & Career Admissions and Affordability	-->		3
	• 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.	We have a post secondary coach. We do a FAFSA workshop – very high completion rate for eligible students. AVID teachers expose students to college financing issues. Students are required to apply for scholarships.	
	Transitions	-->		2
	• 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.	We getting SpEd students connected to Dept of Vocational Rehabilitation for post HS success. We don't have resources to help students succeed in college. We don't have a way to track students. Many schools our students attend are not part of the Clearinghouse. Many students take one or more semester off so it's hard to track.	

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
Use of Discretionary Resources	-->		**2**
• 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.	There was no transparency under the last administration concerning discretionary spending. There were no departmental budgets in the past. The process for ordering supplies and materials was transparent. No fundraising was been allowed in the past. We have seen significant improvements this year. Money is being	
Building a Team	-->		**2**
• 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.	In the past some hiring decisions were not inclusive, but this new administration is being inclusive with shared decision making. Hiring has not reflected needs of course teams or grade level teams in the past. Prior hiring did not involve multiple steps, sample lessons, or even reference checks. So far the new administration is being more intentional about hiring.	
Use of Time	-->		**2**
• 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.	Our current schedule does not allow for planning and collaboration among teachers. PD time has not been scheduled intentionally to meet student needs. Moving to a daily class schedule next year rather than an A/B block will help give students more consistent learning time.	

DIMENSION 7: Resource Alignment

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

To create a nurturing community of life long learners who can strive successfully to achieve their highest intellectual, emotional, social, and ethical potential. To develop an evironment where students construct meaning by actively participating in the learning process, embracing academic excellence, high moral values, and proper social behaviors. To implement an intellectually challenging core curriculum, focusing on reading, math, and modern technology. To develop productive partnerships among students, parents, teachers, and community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Common Core: To align CCSS with the CRS in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level.	We feel that continuing to focus on the CRS and slowly transition in the CCSS we will directly impact instruction by increasing the level of rigor in the curriculum and ensure our students are being taught at the appropriate skill band. By implementing a standards based curriculum we feel we can increase the number of students who are meeting and exceeding standards. Our current EPAS data suggests that we are NOT delivering a high quality standards based curriculum for all students to be successful.
2	REACH for Students: Another priority is to ensure we are utilizing the new CPS teacher evaluation framework in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.	By effectively using the new teacher evaluation system we feel that a priority is placed on developing the capacity of our teachers to plan instruction, deliver a standards aligned instruction, and to be part of the school community. The system is designed to allow opportunities for intense coaching and reflection via the pre-conferences, observation, and post conference. We also feel this priority is important to place a value on excellent teaching and to dispell mediocrity. The data used to determine this priority was EPAS data coupled with student and parent survey data.

3	CASEL: As a CASEL pilot school our priority will be to incorporate strategies for effective social and emotional learning into our curriculum. As part of our Full School Day Plan we will utilize grade level seminars to lead this work.	We feel that Social and Emotional learning should be a priority because it is a large component of our Full School Day plan and aligns with the districts vision for creating enrichment opportunities for students. Survey data suggests that are students do not feel connected to the school and it's not an environment that students can consistently thrive in. As a result, students at all four levels will experience a grade specific seminar that will focus on skills required for students to be successful at certain points in their high school career. For example, at the Senior level students will be focusing on initiatives that will increase their chances for post secondary success. Currently, North-Grand HS has a very high graduation rate but our data suggests that students are not advancing to the next level. The focused seminars and the addition of SEL strategies will provide them with the tools to be better prepared for life after North-Grand.
4	Strengthening Teacher Teams (Instructional Leadership): A major priority for the implementation of the CCSS will be the development of our departments, teacher course teams, and grade level teams. The school's instructional teams will have common planning time for the first team in years.	Teacher collaboration at North-Grand has been non-existent for a variety of reasons; however in order to ensure we are implementing a standards aligned curriculum vertically and horizontally, teacher planning is crucial. The observational data used to consider this a priority is the inconsistencies in our curriculum maps and common assessments. Essentially, we have teachers working independently of each other and implementing a fragmented curriculum. This priority will have a major impact on instruction and will allow departments/teams to create a common vision for their content area and effectively implement the CRS and CCSS standards.
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
Common Core: To align CCSS with the CRS in order to ensure that all students are receiving targeted instruction in the skills and skill bands called for by their current grade level.	We feel that continuing to focus on the CRS and slowly transition in the CCSS we will directly impact instruction by increasing the level of rigor in the curriculum and ensure our students are being taught at the appropriate skill band. By implementing a standards based curriculum we feel we can increase the number of students who are meeting and exceeding standards. Our current EPAS data suggests that we are NOT delivering a high quality

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
May 19, 2012, Admin will attend a Network PD on CCSS, which will share best practices for addressing the CCSS instructional shifts with a focus on complex texts	Professional Development	All	AP	Quarter 4	On-going	On-Track	
June 02, 2012, Admin will attend a Network PD on CCSS, which addresses standards, performance assessments and exemplars	Professional Development	All	Principal, AP, Curriculum Lead	Quarter 4	On-going	On-Track	
June 16, 2012, Admin will attend a Network PD on CCSS, which addresses unit planning	Professional Development	All	Principal, AP, Curriculum Lead	Summer 2012	On-going	On-Track	
July curricular planning sessions will occur for core and non-core department teams	ILT/ Teacher Teams	All	Teacher Leaders, Dept. Chairs	Summer 2012	Summer 2012	On-Track	
August unit planning session will occur for core and non-core department teams	ILT/ Teacher Teams	All	Teacher Leaders, Dept. Chairs	Summer 2012	Summer 2012	On-Track	
By August 28, 9-12th grade ELA teachers will have a CCSS unit plan, with performance task, completely developed and ready for Semester I implementation	Instructional Materials	All	9-12 grade ELA teachers	Summer 2012	Quarter 1	On-Track	
By August 28, 9-12th grade Math teachers will have a CCSS unit plan, with performance task, completely developed and ready for Semester I implementation	Instructional Materials	All	9-12 grade Math teachers	Summer 2012	Quarter 1	On-Track	
CIM interim exams will be given quarterly to all 9-11th graders to formatively and summatively assess student growth	Instruction	All	Curriculum Lead	On-going	On-going	On-Track	
Common ELA and Math performance tasks will be given to all 9-12th graders during Semester I	Instruction	All	9-12 grade ELA and Math teachers	Quarter 1	Quarter 2	On-Track	
Data analysis and curriculum/unit/CIM interim exam/performance task reflection protocols will be implemented to track progress and inform planning and instruction	Professional Development	All	All teachers	On-going	On-going	On-Track	

Strategic Priority 1

By January 18, 2013, 9-12th grade Science teachers will have a CCSS unit plan, with performance task, completely developed and ready for Semester II implementation	Instructional Materials	All	9-12 grade Science teachers	Quarter 2	Quarter 3	On-Track	
By January 18, 2013, 9-12th grade Social Science teachers will have a CCSS unit plan, with performance task, completely developed and ready for Semester II implementation	Instructional Materials	All	9-12 grade Social Science teachers	Quarter 2	Quarter 3	On-Track	
Common Science and Social Science performance tasks will be given to all 9-12th graders during Semester II	Instruction	All	9-12 Science/ Social Science teachers	Quarter 3	Quarter 4	On-Track	
Data analysis and curriculum/unit/CIM interim exam/performance task reflection protocols will be implemented to track progress and inform planning and instruction	Professional Development	All	All teachers	On-going	On-going	On-Track	
Grade level/Course team CCSS curricular planning sessions will occur bi-weekly	Professional Development	All	Curriculum Lead, Teacher Leads, all teachers	On-going	On-going	On-Track	

Strategic Priority 2

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

Strategic Priority Description	Rationale
REACH for Students: Another priority is to ensure we are utilizing the new CPS teacher evaluation framework in a way that best supports our teachers, allowing them to grow in their profession, leading to increased student success.	By effectively using the new teacher evaluation system we feel that a priority is placed on developing the capacity of our teachers to plan instruction, deliver a standards aligned instruction, and to be part of the school community. The system is designed to allow opportunities for intense coaching and reflection via the pre-conferences, observation, and post conference. We also feel this priority is important to place a value on

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Offer refresher PD on REACH and related expectations	Professional Development	All	Principal	Quarter 1	Quarter 1	On-Track	
Provide scaffolded PD on Danielson's Framework	Professional Development	All	Admin, Teacher Leaders	Quarter 1	Quarter 1	On-Track	
Tailor ongoing PD around Danielson's domains	Professional Development	All	Admin, Teacher Leaders	Quarter 1	On-going	On-Track	
Develop a video library of domain exemplars	Instructional Materials	All	Teacher Leaders, Grade Leads	Quarter 1	On-going	On-Track	
Implement video self-assessment initiative around Danielson's subcategories within domain 2 & 3	Professional Development	All	Admin	Quarter 1	On-going	On-Track	
Conduct BOY goal-setting conferences with every teacher	Professional Development	All	Admin, all teachers	Quarter 1	Quarter 1	On-Track	
Administer mid-year survey to guage staff's familiarity and comfort with regard to REACH	Professional Development	All	Admin	Quarter 2	Quarter 2	On-Track	
Provide PD to familiarize staff with performance tasks and the creation/development of close reading activities	Professional Development	All	Teacher Leaders, Grade Leads	Quarter 1	On-going	On-Track	
Ensure technological viability for administering CIM interim assessments	Equipment/ Technology	All	Tech Coordinator, Admin	Summer 2012	Summer 2012	On-Track	
Provide PD on utilizing and applying performance task/close reading activity rubrics to promote their refinement and ensure their fidelity	Professional Development	All	Teacher Leaders, Grade Leads	Quarter 2	On-going	On-Track	
Establish and implement data analysis protocol and reflection/action plan template	Instructional Materials	All	Admin	Quarter 1	On-going	On-Track	
Provide PD on CIM, including data analysis	Professional Development	All	Teacher Leaders, Grade Leads	Quarter 1	Quarter 1	On-Track	
Create and implement biannual departmental student surveys to be administered at end of Q1 and Q3	Instructional Materials	All	Admin	Quarter 1	Quarter 3	On-Track	

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
CASEL: As a CASEL pilot school our priority will be to incorporate strategies for effective social and emotional learning into our curriculum. As part of our Full School Day Plan we will utilize grade level seminars to lead this work.	We feel that Social and Emotional learning should be a priority because it is a large component of our Full School Day plan and aligns with the districts vision for creating enrichment opportunities for students. Survey data suggests that are students do not feel connected to the school and it's not an environment that students can consistently thrive in. As a result, students at all four levels will experience a grade specific seminar that will

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Attend SEL PD (CASEL)	Professional Development	All	Principal, SEL Lead	Quarter 4	Quarter 4	Completed	
Create SEL Team	ILT/ Teacher Teams	All	Admin, SEL Lead	Quarter 4	Quarter 4	On-Track	
Complete SWOT analysis of SEL	Professional Development	All	Admin, SEL Lead	Quarter 4	Quarter 4	Behind	
Identify resources (funds, staff, space, time)	Instructional Materials	All	Admin, SEL Lead	Summer 2012	Summer 2012	On-Track	
Create and administer Climate/Culture survey	Other	All	SEL Lead	Quarter 4	Quarter 4	Behind	
Provide SEL training for all staff	Professional Development	All	Admin, SEL Lead, Grade Leads	Quarter 1	On-going	On-Track	
Identify partner organization's SEL capacity	Other	All	SEL Lead	Summer 2012	On-going	On-Track	
Evaluate partner organization's SEL effectiveness	ILT/ Teacher Teams	All	Admin, SEL Lead, ILT	Quarter 1	On-going	On-Track	
Create school-wide SEL plan	Instructional Materials	All	Admin, SEL Lead, All teachers	Summer 2012	Summer 2012	On-Track	
Review curriculum for SEL compliance	Instructional Materials	All	Admin, SEL Lead, Grade Leads	Quarter 1	On-going	On-Track	
Plan SEL opportunities for parents and families	Parental Involvement	All	SEL Lead, Grade Leads	Quarter 1	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
Strengthening Teacher Teams (Instructional Leadership): A major priority for the implementation of the CCSS will be the development of our departments, teacher course teams, and grade level teams. The school's instructional teams will have common planning time for the first team in years.	Teacher collaboration at North-Grand has been non-existent for a variety of reasons; however in order to ensure we are implementing a standards aligned curriculum vertically and horizontally, teacher planning is crucial. The observational data used to consider this a priority is the inconsistencies in our curriculum maps and common assessments. Essentially, we have teachers working independently of each other and implementing a

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Core Departments will engage in summer unit planning utilizing the UBD (Understanding by Design) model.	ILT/ Teacher Teams	All	Admin, Teacher Leaders, Dept. Chairs	Summer 2012	Summer 2012	On-Track	
ILT will determine an agreed upon PD time usage for our weekly 75 minute block.	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Summer 2012	On-Track	
All Depts will have common planning time built into the Full School Day plan	ILT/ Teacher Teams	All	Admin., Programmer	Quarter 4	Quarter 4	Completed	
Special Education teachers will be integrated into common planning time within specific departments.	ILT/ Teacher Teams	Students With Disabilities	Admin., Programmer	Quarter 4	Quarter 4	On-Track	
Each Core Department will create a minimum of two CCSS aligned unit plans.	Instruction	All	Teacher Leaders & Department Chairs	Summer 2012	Summer 2012	On-Track	
Increase student success rate on various Performance Policy and School Report card metrics	Parental Involvement	All	Grade Level Leads, Admin, ILT	Summer 2012	On-going	On-Track	
All Departments will agree upon and create a common location in which to house unit plans, curriculum maps, formative/summative assessments, etc.	Instructional Materials	Not Applicable	Department Chairs	Summer 2012	On-going	On-Track	
Identify clearly established protocols for looking at student work, analyzing assessment data, and incorporating literacy.	ILT/ Teacher Teams	Not Applicable	Admin., ILT	Summer 2012	On-going	On-Track	
Ensure the vertical/horizontal alignment of all curriculum within departments using CCSS	ILT/ Teacher Teams	Not Applicable	Department Chairs	Summer 2012	On-going	On-Track	

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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