



2012-2014 Continuous Improvement Work Plan

Roald Amundsen High School
North-Northwest Side High School Network
5110 N Damen Ave Chicago, IL 60625
ISBE ID: 150162990250001
School ID: 609695
Oracle ID: 46031



Mission Statement

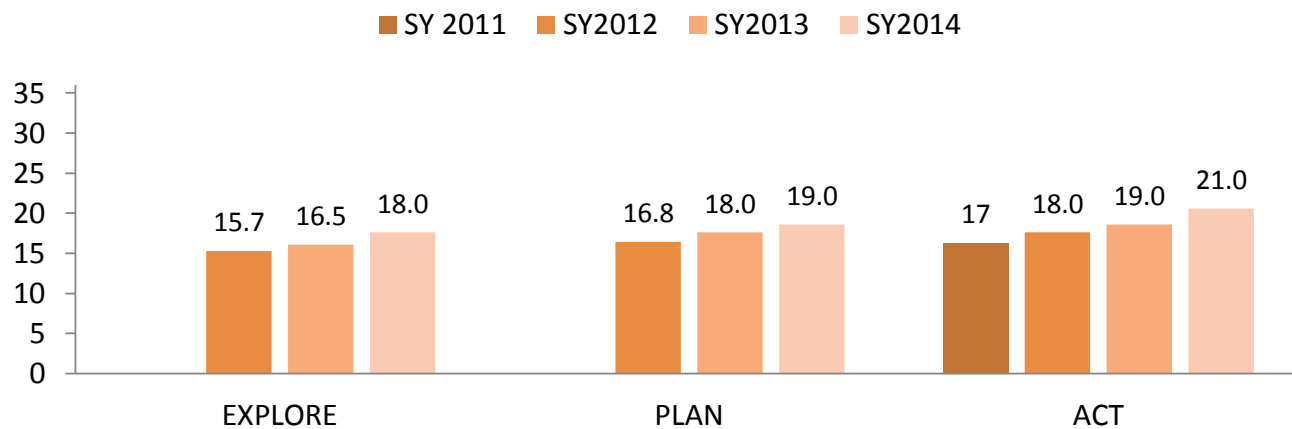
Through our small learning community structure, including Global Village, Jorndt Urban Mentorship Program (JUMP), Freshman Academy, Advancement Via Individual Determination (AVID), and the International Baccalaureate Diploma and Middle Years Program, we are committed to fostering the development of the whole child through rigorous, differentiated, community-based and globally-focused instruction.

Strategic Priorities

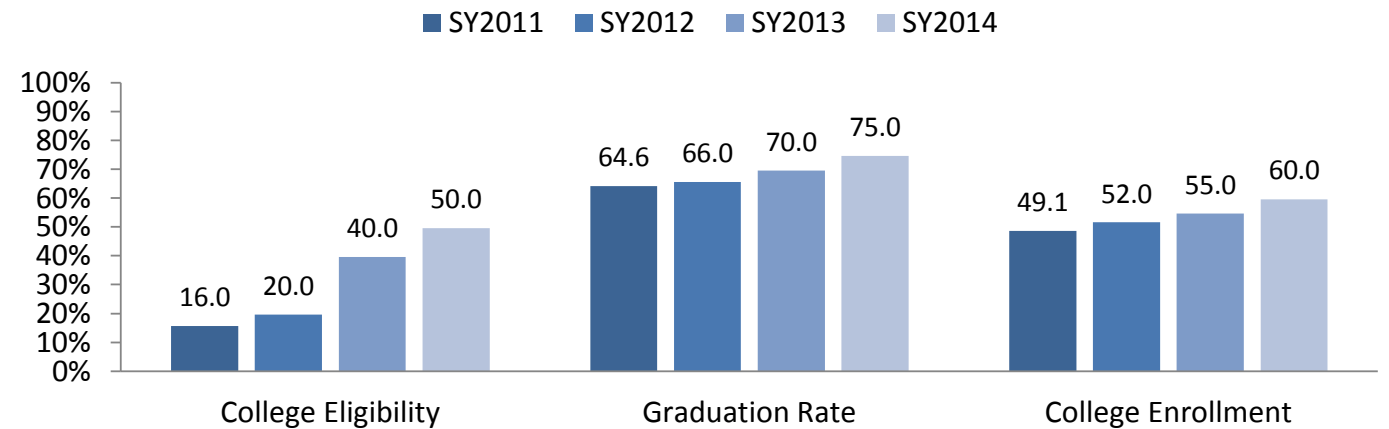
1. Implement teacher/consultant-crafted benchmarks and assessments in ELA, Math, Social Science, and Science for the 9th & 12th grade level by summer of 2012.
2. Developing teacher capacity through the school, Network, and district opportunities to ensure that the implementation of 9th-12th grade curriculum is aligned to CCSS.
- 3.

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Roald Amundsen 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
Carlos Munoz	Principal
Julie Lyons	Classroom Teacher
Gary Longo	Classroom Teacher
Minh Nguyen	Classroom Teacher
Leonard Evans	Classroom Teacher
Christen Pedersen	Classroom Teacher
Brian Rogers	Assistant Principal
Antwan Babakhani	Assistant Principal
Sharon Jones	LSC Member
William Helm	LSC Member
Nicole Matassa	Classroom Teacher
Ngawang Lhabrang	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
9th Grade - EXPLORE Average EXPLORE score		14.3	15.7	16.5	18.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	16.0	20.0	40.0	50.0
10th Grade - PLAN Average PLAN score		15.0	16.8	18.0	19.0	5-Year Graduation Rate % of students who have graduated within 5 years	64.6	66.0	70.0	75.0
11th Grade - ACT Average ACT score	16.7	15.6	18.0	19.0	21.0	College Enrollment % of graduates enrolled in college	49.1	52.0	55.0	60.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.3	2.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.2	3.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	81.1	85.0	90.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	8.7	7.7	7.0	6.5
Freshman On-Track % of Freshman Students on-track	72.2	73.4	75.0	80.0	Sophomore On-Track % of Sophomore students on track	73.1	75.0	77.0	80.0



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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	25.2	40.0	50.0	60.0		PSAE Reading % of students exceeding state standards	0.6	2.0	3.5	5.0
PSAE Mathematics % of students meeting or exceeding state standards	21.4	30.0	40.0	50.0		PSAE Mathematics % of students exceeding state standards	0.8	2.0	3.5	5.0
PSAE Science % of students meeting or exceeding state standards	17.3	25.0	35.0	40.0		PSAE Science % of students exceeding state standards	0.6	2.0	3.5	5.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Using the School Effectiveness Framework, we outlined two key levers targeting rigorous texts and tasks that model authentic applications of learning and deepening our understanding of high level assessments. Since we focused on 9th grade core courses--particular Math & English benchmark courses--the student achievement goals focused on Explore - Explore gains, Fresman-on-Track, and the development of the "Achiever" group. The process of implementation of monitoring of our goals is part of our theory of action.	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	The principal has worked diligently to set up a nurturing environment of instructional rounds and viable teacher-teams. The 5 Essentials Report suggests that 75% of our staff agrees that our principal clarifies his instructional goals. We want to be more clear about our instructional goals and professional development processes of a given school year. 65% of the staff members indicated that the principal provides a clear vision, 60% of the staff indicated that the principal knows how students learn, 63% of the staff indicated that he sets high standards for learning, and 53% indicated that they feel the principal knows what's going on in their classrooms. We are in the process of developing more transparency and establishing a system of support for our school's instructional core to improve the outcome of the principal's role.	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>The instructional leadership team (ILT) consists of consists of 14 teachers in the building who represent every department and small learning community (including IB). The ILT has recently focused on refining the schools instructional core through instructional rounds. They have conducted 4 different round sessions as facilitators. The rounds included 60 different teachers and over 100 combination of classroom observations. The data that emerged from the rounds informed teacher leads to focus on specific leverages that became critical points of conversation. The administration is working to develop teacher-leadership capacity so that more stakeholders can deepen their understanding of the instructional core.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT has functioned as a systematic representation of teachers, chairs, coordinators, and administrators. They have provided whole-staff professional development on the four domains of the Danielson Framework in 2009-2010. Through the use of Amundsen's "Best Practice Sharing" forum (version of Instructional Rounds), teachers record classroom instruction and used the video as data to analyze Domain 3 (instructional delivery) during the ILT meetings. The data was also shared with staff and a collective conversation ensued on our professional learning community's definitions of unsatisfactory, satisfactory, proficient, and distinguished. With the onset of instructional rounds, our ILT was able to continue its work by conducting 5 different rounds throughout the year with a specific focus on student engagement strategies and authentic performance tasks. Over 40 staff members participated in the rounds process and every staff member was observed in the rounds process.</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Even though we used data from EXPLORE, Plan, and ACT to determine our goals and develop processes of improvement, we still need to develop a more consistent monitoring process among teacher-teams in all subjects. Currently, teacher teams do not meet to review student work and calibrate instruction on a daily basis among all subjects. This process is occurring in isolated pockets.</p>	<p>2</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Teachers are required to submit quarterly plannings maps and assessments every five weeks. There is an emphasis of rigor on these maps as defined by the professional developments on performance tasks and unit developments. 9th grade teams have strongly focused on CCSS training with a special emphasis on the PARCC framework, Math Practices, and Literacy Standards. Also, the service learning coordinator has worked very closely with IB, Freshman Academy, Global Village, and JUMP to intergrate the projects in the coursework. This process is currently developing at the 9th grade level, so we are continuing the vertical implementation of these concepts. Within 4 years, the expectation is that all levels and teachers are trained and prepared to deliver rich units of instruction with valid and reliable performances tasks within each unit.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The IB curriculum has a rich variety of curricular supplements, included textbooks, informational source materials (hard copy and online), and periodicals from online resources. The 10-12 grade non-IB curriculum consists of traditional textbook-focused instruction with scant evidence of informational texts and level readers to differentiate and tier instructional for all students.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>9th grade ELA and Math are organized to frequently evaluate student work to calibrate instruction. They use a comprehensive set of benchmark assessments which includes five assessments per benchmark. Parents are frequently notified of student performance by specifically addressing the benchmarks met/exceeded or unsatisfactory. The 10th-12th grade levels are still operating under a traditional instructional design focused on chapter instruction and multiple choice / constructed response questions. The vertical implementation of benchmarks and unit designs will provide 10th-12th grade teachers to properly diagnose, instruct, and assess in a iterative and purposeful professional learning cycle.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>The 9th grade ELA and Algebra teachers developed a series of benchmarks from CCSS. The benchmarks were group into quarters and each benchmark included 5 assessments. Currently, there are four ELA teachers and three Math teachers who have been subjected to this process. Their units are required to have big ideas / essential questions, objectives, formative & summative assessments, activities, and homework components. We are still deepening our understanding with CCSS and have conducted staff-wide professional developments on the PARCC framework and it's application in the classroom. However, the 10-12 grade non-IB curriculum needs a more purposeful alignment to CCSS--this includes assessments and instructional strategies.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Our diagnostic / screening assessments include EXPLORE & Plan data; we also conduct a Scantron diagnostic twice a year (adaptive assessment); finally, teachers are required to conduct 5-week assessments to identify student intervention plans. The SLC structure provides systematic intervention forums and procedures for students and teachers. The Freshman Academy, Global Village, and JUMP provide opportunities to receive interventions twice a week.</p>	

Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The professional development for this year focused on deepening the staff's understanding of CCSS and using the instructional rounds forum to identify shared engagement strategies and incorporating them in the classroom. We provided eight in-house professional developments focusing on the PARCC framework, i.e. information texts, research writing, primary sources, and quarterly sequencing, and we also used the district-wide professional development dates to review instructional round results and provide an opportunity for the ILT to present student engagement results and action plans with the staff. The breakdown during professional development dates are facilitated by the department chairs and the</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>The Five Essentials report suggests that 83% of teachers respect one another in school improvement processes. The report also shows that 75% of the professional developments are sustained and comprehensive. The 9th Grade ELA and Algebra teams meet weekly and review student work (data) to calibrate instruction. The special education teachers are also included in this planning process, led by an ILT member often. In order for our school to be efficient, this process needs to occur regularly at the 10th-12th grade levels. Despite the fact that Amundsen has "average" quality professional development, the gap in the 10th-12th grade instruction and planning processes needs improvement.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>The assistant principals provide ongoing, formative feedback. Over the 2011-2012 school year, there have been 134 documented classroom visits and post conversations about instructional efficacy and alignment to the standards. Teacher needs are nurtured at the individual level and the feedback process is supplemented through the rounds. However, we do not have a comprehensive coaching model in place and every teacher does not receive a plan from the principal in the 1st quarter.</p> <p>Furthermore, we need to create a more systematic induction program for our new teachers. It is in developmental phase and the support needs to be more specific to new teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>According to the 5 Essentials survey, 48% of teachers disagreed / strongly disagreed that there is an expectation for students to attend college. We have ample support from our post-secondary coach and FAFSA completion has increased by 20%; however, the core values and instructional focus are still developing towards a college-going culture.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Amundsen students feel safe and trusted. Nearly 68% of students answered favorably to the teacher-student relationship process. 85% of the students feel safe and comfortable attending school because the SLC structure provides opportunities to personalize the learning process. Programs such as senior mentoring and the freshman achiever program continue to reinforce the positive relationships that are forged in our building.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>We developed a tiered response to intervention designed for disciplinary purposes. The SLC coordinators, teachers, and dean of students work through a process to reduce recidivism and increase the chances of classroom success. Our school participated in the Discipline in the Secondary Classroom (DSC) curriculum, providing added support to systematically create a culture of calm in the hallways and classrooms. In 2011, we had 227 out-of-school suspensions. In 2012, that number was reduced to 125.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The outreach to parents needs support. 17% of the teachers in the Five Essentials survey reported that the school does not regularly communicate how students can improve their learning on a regular basis. 22% of teachers also reported that teachers do not communicate the support needed to advance the mission. Our SLCs provide a strong personalization component for our internal stakeholders, i.e. students, teachers, coordinators, and administrators. However, the school needs to focus more on transparency and delineating the learning expectations with more intent.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	96% of the teachers from the Five Essentials survey believe that the principal pushes teachers to communicate with parents on an ongoing basis. The SLC coordinators are part of a critical role to maintain daily communication between students and teachers. Parents are encouraged to contact teachers via e-mail, phone, and daily visits.	
	Bonding ----->			2
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Throughout the year, we have an opportunity to celebrate the works of students through science fair exhibitions, art fair exhibitions, Winter Concert, Spring Concert, Joy of Teaching and Joy of Learning Ceremonies, Earth Day, River Congress workshops, Bridge-building contest, Academic Decathlon, and Book Club. 56% of students reported that they are able to look up to teachers and this is evidenced from the activities provided throughout the year. The report considers this a typical performance.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our social worker and case worker collaborate with teachers to provide services for students, i.e. homeless agencies, foster care, and abuse centers. Also, teachers provide homebound services to students who are not physically fit to attend school.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>78% of teachers reported that they help students prepare for post-secondary education. The College and Career services and supports are available daily in the counseling offices, registrar's office, and college and career center from 7:45 AM - 4:00 PM. We have provide workshops on FAFSA completion, college personal</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>IB and AVID provide opportunities for students increased rigor and advanced courses. 88% of students from the 5 Essentials survey perceive Amundsen as a future preparatory environment. 83% of students indicated that they are encouraged to go to college. However, 21% of our students indicated that teachers do not pay attention to all students, only the top performers. This is not a part of our mission and vision, so we need to provide more opportunities for all students to prepare for college or post-secondary advancement.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>We currently offer 18 sport teams (male & female), 14 after school club opportunities, and Saturday achievement programs. The information is published on our school website and students are encouraged to participate throughout the year.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The teachers and counseling department completed over 90% of the What's Next Illinois academic and career guide with the freshman. Also, 120 students were targeted via EXPLORE scores to participate in the Saturday achievement program. The EXPLORE students will be tracked through PLAN and ACT to determine the</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Every year for the past four years, we have had students participate and receive the Posse scholarship. This service is made possible by the college coach and college and career center. Juniors and seniors have daily access to the college and career center. The center also offers financial aid workshops to students and parents three times a week between January - March--this includes nights and weekends.</p> <p>Also, the IB sophomore college fair gives students an opportunity to</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>We participated in a success Freshman Connection program for three years. Our attendance for this program average 120 students for the duration of the summer. The Freshman Academy also provides a transitional support for all our non-IB students with specific events and identical features that develops a sense of belonging. Our freshman on-track rate is approximately 75% and our goal is 80% by the 2014 school year. The freshman are also exposed to a CCSS curricular focus which includes Common Core aligned benchmarks, viable assessments, and standard-based</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>We have a strong human and social resource component in the community. We've developed partnerships to adequately fund our programs such as IB, AVID, SLCs so that students and teachers are equipped with technological resources and so that teachers are equipped with professional growth opportunities. We have acquired over \$1,000,000 in scholarship money and continue to provide support for our students to optimize their learning opportunities.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>We have established a partnership with National Louise University to have a student-teaching coordinator with a specific job description to nurture and cultivate the professional capacity of our student teachers so that we have a direct source to teacher recruitment. We host approximately 10-12 student teachers a semester and they participate in new teacher professional development activities.</p> <p>While our hiring process includes a 1-2 step process, we do not include the expertise of internal stakeholders routinely. We are working towards creating a more collaborative process.</p>	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>We have a traditional bell schedule that includes a portion of teacher-team opportunities. As we move towards a block schedule, the expectation is that we dedicate more time to promoting tiered and differentiated learning to all students and expect that teachers devote daily time to meet with colleagues to review students assessments, calibrate lessons, and collaborate in structured events.</p>	

Mission & Strategic Priorities

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

Mission Statement

Through our small learning community structure, including Global Village, Jorndt Urban Mentorship Program (JUMP), Freshman Academy, Advancement Via Individual Determination (AVID), and the International Baccalaureate Diploma and Middle Years Program, we are committed to fostering the development of the whole child through rigorous, differentiated, community-based and globally-focused instruction.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement teacher/consultant-crafted benchmarks and assessments in ELA, Math, Social Science, and Science for the 9th & 12th grade level by summer of 2012.	The benchmarks and assessments are specifically derived from CCSS. Through the PARCC framework, we will need to develop benchmarks within units of study that include viable formative and summative performance tasks. This has been an undergoing process at the 9th grade and the goal is to establish a vertical alignment at the 10th grade. In order to have a rigorous curriculum, it is necessary to continue the deepening our understanding of Common Core and implement the benchmarks and assessments at the 10th grade level.
2	Developing teacher capacity through the school, Network, and district opportunities to ensure that the implementation of 9th-12th grade curriculum is aligned to CCSS.	Professional learning opportunities need to be focused on helping teachers develop a repertoire of engagement strategies to optimize student learning. It is important to develop a systematic professional learning cycle aligned to CCSS with various professional learning opportunities to reinforce classroom practices. This priority places a strong emphasis on a constant analysis of the instruction core: teacher delivery, student learning, and content mastery.
3		
4		
5		

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
Implement teacher/consultant-crafted benchmarks and assessments in ELA, Math, Social Science, and Science for the 9th & 12th grade level by summer of 2012.	The benchmarks and assessments are specifically derived from CCSS. Through the PARCC framework, we will need to develop benchmarks within units of study that include viable formative and summative performance tasks. This has been an undergoing process at the 9th grade and the goal is to establish a vertical alignment at the 10th grade. In order to have a rigorous curriculum, it is necessary to continue the deepening our

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Determine placement of 9th & 10th grade instructors in core courses	Staffing	Not Applicable	Principal TBA	Quarter 4	Quarter 4		
Identify dates of summer professional development for benchmarks and units of study.	Professional Development	Not Applicable	Jim Henderson, Nicole Matassa, Cassie Christensen, Ngawang Lhabrang, James Stoll, Mark Ross, Angelo Mihalopoulos, and Micah Evans	Summer 2012	Summer 2012		
Develop units plans for 9th & 10th grades ELA, Math, Social Science, & Science. Baseline criteria for unit plans include: essential question, unit overview, summative performance task, formative assessments, weekly activities, texts (aligned to PARCC Framework), and homework. Benchmarks should be the objectives and benchmark assessments can be used as formative assessments.	Professional Development	Not Applicable	Principal (TBA), Assistant Principal(s) (TBA), Jim Henderson, Nicole Matassa, Cassie Christensen, Ngawang Lhabrang, James Stoll, Mark Ross, Angelo Mihalopoulos, and Micah Evans	Summer 2012	Summer 2012		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Developing teacher capacity through the school, Network, and district opportunities to ensure that the implementation of 9th-12th grade curriculum is aligned to CCSS.	Professional learning opportunities need to be focused on helping teachers develop a repertoire of engagement strategies to optimize student learning. It is important to develop a systematic professional learning cycle aligned to CCSS with various professional learning opportunities to reinforce classroom practices. This priority places a strong emphasis on a constant analysis of the instruction core: teacher delivery, student learning, and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaborate with the Network to develop a professional development calendar for the year.	ILT/ Teacher Teams	Not Applicable	Principal (TBA), Assistant Principal (TBA), Cecilia Farfan, Minh Nguyen, and Morgan Kelley	Summer 2012	Summer 2012		
Principal & ILT collaborate with ELA, Math, Social Science, and Science to facilitate, develop, revise, and submit units of design for 9th & 10th grade ELA & Math using literacy framework and Math Planning Guide (provided by Network)	ILT/ Teacher Teams	Not Applicable	Principal, Nicole Matassa, Cassie Christensen, Ngawang Lhabrang, Andrew Robinson, Mike Peet, Aleksander Rusic, & Eugene Lee	Summer 2012	Summer 2012		
Assistant Principal & ILT collaborate ELA, Math, Social Science, and Science to facilitate, develop, revise, and submit units of design for 11th & 12th grade ELA & Math using literacy framework and Math Planning Guide (provided by Network)	ILT/ Teacher Teams	Not Applicable	Assistant Principal(s), Leah Perez, John Evans, Tanya Baxter, Micah Evans, James Stoll, Scott Reed	Summer 2012	Summer 2012		

Strategic Priority 2

<p>Professional development on PARCC framework with a specific focus on text complexity, lexiles, coding strategies (vocab, text-self, text-text, inference, language, and questioning strategies)</p>	<p>ILT/ Teacher Teams</p>	<p>Not Applicable</p>	<p>Principal (TBA), Assistant Principal (TBA), Nicole Matassa, Cassie Christensen, Julie Lyons, Todd Frantz, Mark Ross, Minh Nguyen, Tanya Baxter, James Stoll, Peter Voss</p>	<p>Quarter 1</p>	<p>Quarter 1</p>		
<p>Professional development on 40/40/20 model and its incorporation in units of study and classroom instruction- 40% Argument, 40% Explanatory, & 20% Narrative</p>	<p>ILT/ Teacher Teams</p>	<p>Not Applicable</p>	<p>Principal (TBA), Assistant Principal (TBA), Nicole Matassa, Cassie Christensen, Julie Lyons, Todd Frantz, Mark Ross, Minh Nguyen, Tanya Baxter, James Stoll, Peter Voss</p>	<p>Quarter 2</p>	<p>Quarter 2</p>		
<p>Levels of engagement professional development using effective taxonomy of questions--aligned to units of study and benchmarks (benchmarks are 9th and 10th grade only)</p>	<p>ILT/ Teacher Teams</p>	<p>Not Applicable</p>	<p>Principal (TBA), Assistant Principal (TBA), Nicole Matassa, Cassie Christensen, Julie Lyons, Todd Frantz, Mark Ross, Minh Nguyen, Tanya Baxter, James Stoll, Peter Voss</p>	<p>Quarter 3</p>	<p>Quarter 3</p>		
<p>Professional development on authentic writing experiences--rubric development, viable performance tasks, student samples, and calibration.</p>	<p>ILT/ Teacher Teams</p>	<p>Not Applicable</p>	<p>Principal (TBA), Assistant Principal (TBA), Nicole Matassa, Cassie Christensen, Julie Lyons, Todd Frantz, Mark Ross, Minh Nguyen, Tanya Baxter, James Stoll, Peter Voss</p>	<p>Quarter 4</p>	<p>Quarter 4</p>		



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

Action Plan

Monitoring

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



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

Action Plan

Monitoring

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

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