



## 2012-2014 Continuous Improvement Work Plan

## Gage Park High School

Southwest Side High School Network

5630 S Rockwell St Chicago, IL 60629

ISBE ID: 150162990250015

School ID: 609709

Oracle ID: 46141



### Mission Statement

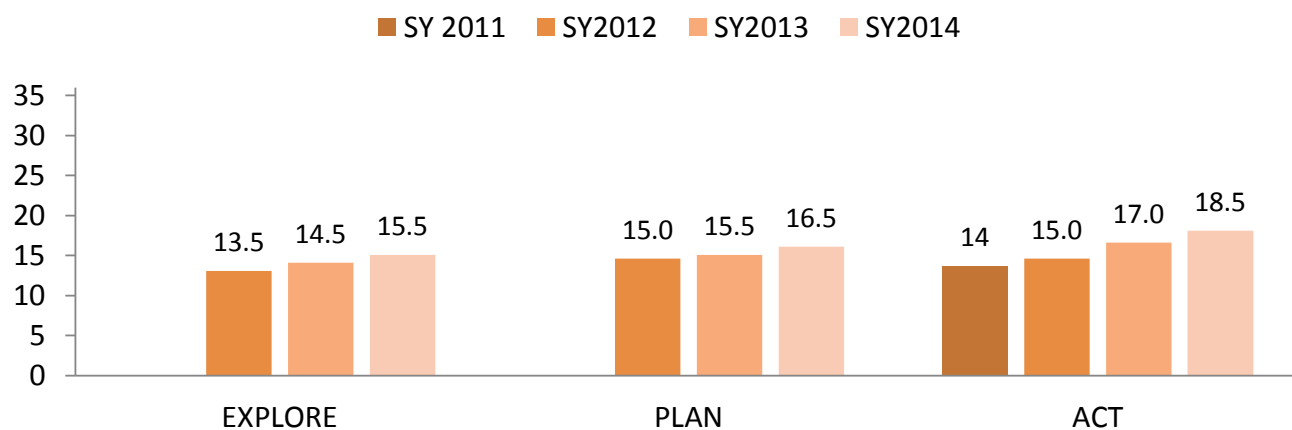
A community of learners incorporating a rigorous academic environment that will encourage students to use critical thinking skills accompanied by high level assessments and research based literacy strategies to increase academic success. Combining high expectations, lessons designed to engage all students, accommodate all learners, scaffold learning, which will yield results for college and career individuals.

### Strategic Priorities

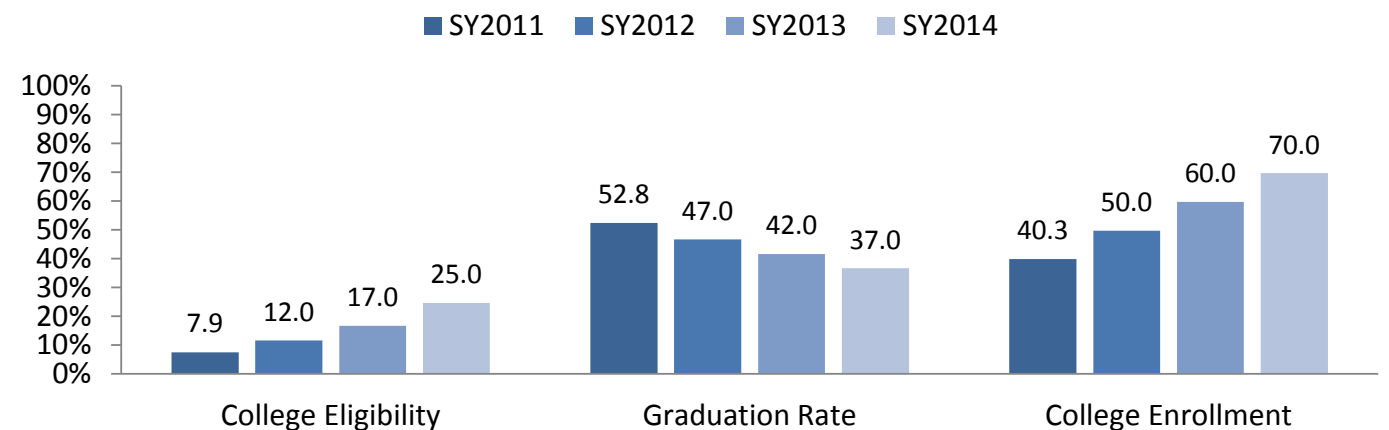
1. Improve EPAS readiness and rigor per grade level by 1.5-2 points
2. Improve grade level on track rates by a minimum of 10% per grade level
3. Implement a school-wide discipline and attendance protocol consistent and aligned with CPS SCC and school policy to create a safe and secure environment where all members feel safe and supported, empowered and to establish a comprehensive and sustainable model to improve school climate and learning conditions which
4. Improve schoolwide implementation systemic structures and processes
5. Increase feeder school articulation

### School Performance Goals

#### EPAS Goals



#### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Gage Park 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
Anita L. Andrews	Principal
Andrea M. Knowles	Assistant Principal
Luis. M. Tellez	Assistant Principal
Marqina Williams	Counselor/Case Manager
Maria Rivera	ELL Teacher
Jenifer Fleck	Support Staff
Richard Murray	Other
Darlene Radford	Counselor/Case Manager
Andrew Martinek	Classroom Teacher
Josephine Robinson	Other
Susan Steinmiller	Lead/ Resource 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		12.5	13.5	14.5	15.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	7.9	12.0	17.0	25.0
10th Grade - PLAN Average PLAN score		14.0	15.0	15.5	16.5	5-Year Graduation Rate % of students who have graduated within 5 years	52.8	47.0	42.0	37.0
11th Grade - ACT Average ACT score	14.1	14.0	15.0	17.0	18.5	College Enrollment % of graduates enrolled in college	40.3	50.0	60.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	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	72.5	80.0	85.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	19.5	16.0	15.0	13.0
Freshman On-Track % of Freshman Students on-track	46.0	56.0	65.0	75.0	Sophomore On-Track % of Sophomore students on track	55.8	60.0	65.0	70.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	8.8	13.0	16.0	17.0		<b>PSAE Reading</b> % of students exceeding state standards	0.4	5.0	10.0	15.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	6.9	13.0	15.0	17.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	5.0	10.0	15.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	5.8	11.0	13.0	15.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	5.0	10.0	15.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership has established goals for growth (student, PD, attendance, discipline, on track and leadership).</li> <li>The school has established measurable goals for several schoolwide goals and will continue to improve the measurable goals and milestones.</li> <li>Individual and schoolwide data use has been implemented and the implementation of stronger monitoring measures are being designed for more consistent improvement</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development has been improved by incorporating whole staff PD, internal expert break out sessions and has been spiraled down to course team meetings.</li> <li>Principal monitors instructional practice for a gauge of teacher growth, implementation of strategies, student achievement and comprehension levels and for teacher evaluations.</li> <li>Principal continues to improve upon line of communication to parents around school performance, student achievement and community development.</li> <li>Opportunities for parent and community partnership is strengthened with on site community presence on a regular basis.</li> </ul>	

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<b>Teacher Leadership</b>			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>* Core group of teachers invested in leadership of instructional practices.</li> <li>* Consistent ILT membership and attendance</li> <li>* School has open dialogue of success of strategies and instructional planning</li> <li>* Teacher expertise is used throughout teacher led PDs</li> <li>* Improvement of teacher voice to be added for goal setting plan of action</li> <li>* Increase in teacher buy in for leadership opportunities</li> <li>* Strengthen the existing process for PD follow by the addition of inter disciplinary PD team</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Pronounced improvement of ILT leadership based on schoolwide staff assessment of PD as found on PD evaluation forms</li> <li>Strong fidelity of teacher teams and peer to peer coaching is evident this year, across content areas</li> <li>Regular increased analysis of schoolwide data from ILT members to Teacher course teams based on EPAS data and CIM data to analyze specific skill sets</li> </ul>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>CIM data analysis meetings at every grade level and course teams</li> <li>Quarterly assessments (EPAS/Scantron) provide gradelevel benchmarks</li> <li>3 week remediation used for recovery opportunities and to adjust curriculum based on most current student data</li> </ul>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level course teams meet weekly to align scope and sequence using CRS and Common Core standards</li> <li>Teachers have begun the work of data analysis to group students for differentiating per teacher teams</li> <li>Leadership team has begun to desing coaching schedule and additional PD for continued growth and implementation</li> <li>Course team growth has included teacher accountability and additional PD around common core alignment and district wide roll out of EPAS initiatives</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>Grade level course teams meet regualry to modify instructional materials to meet students with disabilities, including ELL.</li> <li>Additional funding is being identified to purchase support materials for alignment of common core strategies</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>* School wide data is available to ILT members and shared with teacher teams on an ongoing basis.</li> <li>* Improved course team performance of weekly mandated grade input using CIM data</li> <li>* Course teams meet weekly to analyze and adjust assesment methods based on data protocols and 3 week remediation outcomes</li> <li>* Additional screening and diagnostic assesments have been added</li> <li>* Increased implementation for seamless diagnostic assement and benchmark screening will be implemented via PD, and continued practice and monitoring of systems</li> <li>* Additional PD will support the schoolwide adjustment alignment to common core</li> <li>* School moving toward schoolwide sharepoint allowing open access to all assessments</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher performance is at a "typical" school level based on Instructional walks and observations.</li> <li>* School leadership has developed a comprehensive targeted Instructional Rounds process, including weekly pop-ins, and Learning walks followed by data driven professional developments</li> <li>* Most teachers clearly communicates with students the standards based learning objectives, directions and procedures, additional PD will be provided beginning at the start of the school year.</li> <li>* Most teachers purposefully aligns standards based objectives and assesments to build towards deep understanding and mastery of the standards, additional PD will be included on the annual PD calendar for implementation and practice</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide Interventions are in place</li> <li>Additional onsite PD and system design to ensure teacher fidelity use intervention resources appropriately</li> <li>Incoming 9th graders are programmed for double Math and English with Reading support based on current 8th grade standard scores</li> </ul>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Increased alignment of PD to schoolwide priorities across content areas to date.</li> <li>School has developed and implemented a focus on literacy across contents and application of CIM data for informal/formal planning and instruction.</li> <li>Data use and planning is reinforced during weekly course team/ILT meetings.</li> <li>School is developing year long plan to support ongoing, relevant PD to maintain and monitor teaching effectiveness</li> </ul>	

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DIMENSION 3: I	<b>Grade-level and/or course teams</b> ----->			3
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet weekly during course team meetings to plan instruction, monitor assessments and analyze data</li> <li>Teacher teams are inclusive and supported by an ILT member that serves as "specialist" on a weekly basis.</li> <li>Based on school created, teacher survey, teachers and students are aware school has implemented quarterly meetings with school social worker and Culture of Calm Coordinator with each course team to discuss progress and monitor data for students receiving interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Protocols guide schoolwide norms for course teams/dept. teams.</li> </ul>
	<b>Instructional coaching</b> ----->			2
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is developing survey for staff to adjust individual professional development needs based on teacher proficiency in targeted areas/strategy application.</li> <li>Teacher leads are in use to support and monitor teacher progress.</li> <li>Additional tier is being designed to have Mentor teachers support, model and provide regular feedback on quality instruction and research based best practices.</li> <li>Coaching is provided in a timely manner on a regular basis during post observation and informal meeting process.</li> <li>Learning walks and Instructional Rounds include both ILT members and teachers with potential for leadership.</li> <li>New teachers are provided with induction support and based on teacher survey, leadership will add to this support to include tiered development and need.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching is provided in a timely manner on a regular basis during post observation and informal meeting process.</li> </ul>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>All students are aware of quarterly assessments, college application process, GPA location, student portal access and graduation requirements. Specilaized service students are included in all college bound options.</li> <li>All students are aware of connection between Explore/Plan/ACT scores and effect for college bound options.</li> <li>School has developed an intentional plan to strengthen a college bound culture (college tours for grades 9-12, targeted counselor leadership during classrooms)</li> <li>Students have both leadership opportunity and to have their</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>All freshman have a mentor to act as an advocate and liaison</li> <li>Majority of students have an adult advocate that supports them including security guards, coaches, support staff</li> <li>Special ed students engaged in school community(clubs, Avid, ETI, athletics and leadership groups)</li> <li>Student interest survey demonstrates that students feel safe, and included athletic departments as well as social groups.</li> </ul>	
<b>Behavior&amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Creation/implementation of Pilot "Peer Jury" program this year with further training for staff and students</li> <li>Program rollout schoolwide will begin August 2012</li> <li>Staff/Student mentoring for all Freshman Academy students with program expansion for school year 2012-2013</li> <li>Streamline of current discipline and consequences will include development of schoolwide norms, communication to all stakeholders and accountability for all stakeholders(monitor all</li> </ul>	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide expectations posted and reviewed in classes</li> <li>Syllabi provided for all courses including behavior and academic expectations.</li> <li>Teachers inform parents via progress reports, phone call and conferences about student performance and expectations.</li> <li>School provides regular updates of all performance, behavior and academic progress in both English and Spanish(robo calls and mailings)</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>On going communication with process includes: frequent mailing/flyers in both English and Spanish about school goals, expectations and faculty support.</li> <li>IEP meetings are well attended with parent/guardian support as they are communicated with via email, phone and written communication</li> </ul>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>School has been a constant advocate and crusader to build bridges between all stakeholders including, Bring your parent to school day, Computer/ESL classes, Fitness classes(students, staff and parents), Student mentor program, Parent mentor program, Saturday activities to include community members (Townhall meetings)</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>* Daily afterschool activities on site and off campus for students and families</li> <li>* Longstanding relationship with Communities in Schools providing counseling, medical and other supports</li> <li>* Collaboration with SouthWest Organizing Project provides services to both students and parents, VOYCE student leadership</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>* School provides ongoing college prep courses for unior and Senior level students. College and Career Center provides support by offering ongoing college visits, FAFSA workshops for parents and students. * Senior seminar classes, AVID, ETI and U.S. Empowered classes offer a tiered support for students</li> </ul>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>* Quarterly student check in with counselor using student data to monitor and evaluate performance for credit course load, graduation on track progress</li> <li>* All students aware of EPAS/ACT data and individual student strengths and weaknesses per data protocols and data analysis meeting outcomes</li> <li>* Expanding Advanced Placement courses available to all students based on meeting required metrics</li> <li>* Monitoring students using Individual Learning plan</li> <li>* Tutoring available for all students across the curriculum</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey assisted in identifying and implementing types of extra curricular activities</li> <li>* Extensive relationships with community partners provide additional outlets for students throughout the year(CPS</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>School provides college support for students using What's Next Illinois, practice entrance exams in Senior College Seminar courses, Interest surveys for career and college match placement. ILP completion for all grade levels</li> <li>Attendance for College Fairs both on site and across of state</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Junior and Senior students are provided college support for FAFSA completion, college workshops and financial assistance.</li> <li>Increased efforts are underway to offer early, sustained college and FAFSA support for parents and students to increase student opportunities to attend college. Support will include college match, early identification of errors and a targeted intentional process which will include senior teacher, post secondary coach and counselors</li> </ul>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>School has identified area of improvement and based on school data, a stronger college match process is being designed</li> <li>School exposes students and families to community resources to help them overcome barriers for successful transition out of high school to college or career opportunities</li> </ul>	



## 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	<b>Use of Discretionary Resources</b> ----->			4
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Business manager maintains funds and spends in a timely manner. Requirements and CPS policy is followed for all activities related to monies.</p>	
	<b>Building a Team</b> ----->			3
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Department Chairs are included in the hiring process and includes a mock lesson, lesson plans and teaching</li> <li>School actively works to build quality teaching staff by hiring additional teachers from qualified trained programs(TFA, Northeastern, DePaul)</li> <li>intentional design of course teams include combination of content knowledge, alignment with common core,level of expertise and level of leadership strategies</li> <li>Interviews include department chair, Administration team member, department teacher; interviews include scenario based questions, standard topic questions and demonstration of content knowledge</li> </ul>	
<b>Use of Time</b> ----->			3	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>School scheudle allows for weekly department and TCT meetings</li> <li>Student schedules include school-wide goals and includes: AVID, ETI, Special Education classes and general education classes</li> <li>Struggling students receive structured intervention( CBITS, Think First, Knock at Midnight)</li> </ul>		

## 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

A community of learners incorporating a rigorous academic environment that will encourage students to use critical thinking skills accompanied by high level assessments and research based literacy strategies to increase academic success. Combining high expectations, lessons designed to engage all students, accommodate all learners, scaffold learning, which will yield results for college and career individuals.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Improve EPAS readiness and rigor per grade level by 1.5-2 points	Grade level composite scores are below 15 and in order to move our schoolwide scores forward and improve our efforts for a more schoolwide college ready college
2	Improve grade level on track rates by a minimum of 10% per grade level	Using research based strategies, best practices, alignment of lesson plans and units with the common core and CRS standards and schoolwide implementation
3	Implement a school-wide discipline and attendance protocol consistent and aligned with CPS SCC and school policy to create a safe and secure environment where all members feel safe and supported, empowered and to establish a comprehensive and sustainable model to improve school climate and learning conditions which will assist to improve student attendance	Based on the CPS School report card and school progress report, our school climate was low and our attendance has shown minimal increase over the last few years.
4	Improve schoolwide implementation systemic structures and processes	Professional Development, PBIS and programming structures are in place and to increase our effectiveness we need to improve our monitoring and consistent implementation of all systems
5	Increase feeder school articulation	In order to support our continued growth efforts, improve our grade level on track and improve our graduation rates we must continue conversations with feeder schools to attract high performing students and provide rigor and structure in our expanded course offerings (AP, AVID, ETI)



### 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
Improve EPAS readiness and rigor per grade level by 1.5-2 points	Grade level composite scores are below 15 and in order to move our schoolwide scores forward and improve our efforts for a more schoolwide college ready college

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train staff around relationship between EPAS and Common Core,	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going	On-Track	
Align units around EPAS and Common Core	Instruction	All	TCT	Summer 2012	On-going	On-Track	We are working on EPAS alignment and introduction to the common core alignment. Towards the end of Q4, teachers will pull apart the common core standards and identify performance tasks, formative and summative assessments aligned to the common core and EPAS standards and goals
Hands on training on EPAS cycle	ILT/ Teacher Teams	All	TCT	Quarter 1	On-going	On-Track	We will continue to train our teachers and offer refresher training as needed during department meetings.
Develop an EPAS plan for the school and in each core department for each grade level in the 2012-2013 school year.	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4	On-Track	ILT are developing schoolwide EPAS plan as well as a grade level and content area plan. Plans will include overarching goals, strategies and research based best practices
Identify strong EPAS teachers to serve as internal experts for other school staff.	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 1	On-Track	Administration and ILT team are working on Rounds calendars, in house PD calendars and this includes identifying strong teachers for our continued 'internal experts' design. Due to budget cuts, we will have a tentative plan but will not be able to finalize until we return for the 2012-2013 school year
Create an incentive program for students at each grade level for EPAS assessments (ex. Most improved from Fall to Spring Explore; best overall average on interims, etc.)	ILT/ Teacher Teams	All	ILT/TCT	Summer 2012	Quarter 1	On-Track	The plan will begin on the first day of school but in order to determine its effectiveness, we will push through to the end of the quarter, making improvements as needed.



**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
Improve grade level on track rates by a minimum of 10% per grade level	Using research based strategies, best practices, alignment of lesson plans and units with the common core and CRS standards and schoolwide implementation

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Design Protocols and norms with Lead Teachers, ILT and school-wide.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	On-Track	Continued efforts as begun this year with ILT and Admin team
Develop grade level literacy strategies.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012	On-Track	ILT/Admin will design scaffolded strategies for each grade level and a monitoring system will be implemented as we continue with our summer planning
Data metrics to identify 1-2 areas of academic improvements each quarter	ILT/ Teacher Teams	All	Admin/ILT	Quarter 4	Summer 2012	Behind	Teachers have been asked to identify 3 areas of academic improvement during PD and ILT are working to organize collected data to determine levels of expertise and design metrics to fit the need of the building
Develop assessment calendar and final exam calendar.	ILT/ Teacher Teams	All	Counselor/ILT	Quarter 4	Summer 2012	On-Track	Calendar planning has begun and will continue as network office gives us updated dates for next year.
School-wide pre-assessment and grouping students based on standards identified (emerging, proficient, and exemplar).	ILT/ Teacher Teams	All	Grade level leads/ILT	Quarter 4	Summer 2012	On-Track	Students will be grouped based on several levels academic, exceeds/meets. Average, Academic Warning, behavior and transitional needs (sped)
Teachers design lesson plans every 5 weeks demonstrating differentiation based on school data(CIM,EPAS, quarter grades)	ILT/ Teacher Teams	All	Department Chair	Summer 2012	On-going	On-Track	An expansion of our 3 week remediation process will include a design of lesson plans for 5 weeks after remediation assessment and interim assessments to support student achievement and opportunity for improvement prior to progress and report card grade entry

**Strategic Priority 2**

Design PD around differentiated instruction and other research based strategies to support EPAS growth and gains using several identification methods including teacher survey around level of understanding regarding differentiated instruction.	Instruction	All	Admin/ILT	Quarter 4	Quarter 4	On-Track	Teacher survey for end of the year improvements will include, but not limited to, differentiation instruction, DDI, backwards mapping, common core alignment and reading and literacy strategies to provide support and research for tiered level PD support
Practice and monitoring of literacy strategies (field testing).	Instruction	All	Admin/ILT	Quarter 1	Quarter 2	On-Track	This will include year round monitoring as well as through Professional Development throughout the school year
Develop Calendar for Instructional Rounds, Peer Observations and Learning Walks	Instruction	All	Admin/ILT	Quarter 4	Summer 2012	On-Track	As we do each year, an instructional calendar of all ILT meetings, data team meetings, PD dates, 3 week remediation cycles and cps assessment test windows will be given to all teachers during first week of new school year. Additions to the calendar will include, EPAS cycle, instructional rounds, and learning walk cycles.
Expand cohort model to tenth grade for 2012-2013.	Professional Development	All	Admin/ILT	Quarter 4	Summer 2012	On-Track	Expansion of cohort model to 10th grade level will include programming of current freshman and grade level teachers in place. Admin, ILT and program office have identified grade level teacher teams, high, medium and low level teachers per grade level, non core electives and core electives that fit our goals based on fuller school day opportunities. Once complete, teams will be able to identify cohort expectations, norms and protocols
Increase cohort collaboration to develop and maintain uniform classroom protocol compliance and incorporate cross-curricular academic themes.	ILT/ Teacher Teams	All	Grade level leads/ILT	Quarter 4	Quarter 2	On-Track	Teacher survey, ILT and Admin will design framework to capture, communicate and monitor cross-curricular academic themes, student achievement and on -track development during weekly cohort collaboration
Continue and expand incentive program to provide realistic and successful student incentives.	Other	All	Grade level leads/ILT	Summer 2012	On-going	Behind	Items such as gift cards, coupons, school items and supplies will be included in our incentive plans. The incentive plan foundation will be constructed both schoolwide and per grade level(on track) Staff and student input is needed and expected and will continue once input has been given

**Strategic Priority 2**

Focus 2012-2013 PD on creation of Common Core curriculum supported by "internal experts" to ensure rigorous curriculum school-wide.	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	Summer 2012	Postponed	Common Core alignment has begun but in order to design our curriculum PD the ILT and Admin will need to complete the end of year needs assessment using teacher survey and school data to determine PD topics, goals and differentiation of expertise needed
Continue and build upon use of "whole student" analysis for on track support programs (ex. form that guides cohort meetings)	ILT/ Teacher Teams	Other student group	Grade level leads	Quarter 4	On-going	Behind	Current on track data assessment of whole student analysis has been pushed back until after grade level teacher assessments have been completed. Teacher survey for expanding on track data will guide our progress around this goal. Survey to be completed by May 30, 2012. 2013 On Track data will include, communication around grades, GPA, service learning, mis-conduct, behavior and socio-emotional concerns.
Continue to work with successful current community partners and add at least one new partner for 2012-2013. (Credit recovery, attendance)	ILT/ Teacher Teams	All	Community Liaison	Summer 2012	Quarter 2	Postponed	This has been postponed until the summer so that the team can focus on the schoolwide goals. Once those goals have quarterly goals and owners attached and measurable goals have been identified, we can best identify partners that can assist to maintain or improve our school needs. Assessment of this goal will continue through S1 as our baseline data.

### 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
Implement a school-wide discipline and attendance protocol consistent and aligned with CPS SCC and school policy to create a safe and secure environment where all members feel safe and supported, empowered and to establish a comprehensive and sustainable model to improve school climate and learning conditions which will assist to improve student attendance	Based on the CPS School report card and school progress report, our school climate was low and our attendance has shown minimal increase over the last few years.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Introduce non-teaching staff to EPAS cycle: Behaviors of testing, positive feedback and encouragement.	Parental Involvement	All	Admin/ILT/Community Partners	Summer 2012	Quarter 1	On-Track	Teacher and Staff survey of knowledge will lead to design of PD for schoolwide implementation for testing protocols, procedures, and policies
Identify and push positive student behavior climate (Owl Bucks).	Other	All	Admin/ILT/Community Partners	Summer 2012	On-going	On-Track	Student success covers, academic, emotional and social development. This goal is aimed at providing positive support
Develop and implement attendance protocols and systemic structures to maintain flow	Other	All	Attendance Team	Quarter 4	On-going	Postponed	The current goals we are working on will affect the outcome and foundation of our efforts for next year. We have a few pilot initiatives working during this school year and as we assess the outcome and success, we can begin a realistic plan of action for the upcoming school year
Develop and implement quarterly incentive plan to target attendance at key points throughout the year	Other	All	Attendance Team	Quarter 4	Summer 2012	On-Track	Development of incentive plan is underway. Teacher and student input will help us to design next year's attendance plan. Each quarter will include an opportunity to win incentives as well as at the end of each semester and the end of the year.
Maintain and support Restorative Justice opportunities	Other	All	PBIS Team	Summer 2012	On-going	On-Track	We will continue and expand our peer jury and alternative measures to include both 9th and 10th grade levels. Discipline team will create workshops to train staff and to keep the lines of communication open as to progress and next steps throughout the year





**Strategic Priority 3**

Train and support teachers and staff around restorative justice protocols throughout the year	Other	All	PBIS Team/ILT	Summer 2012	On-going	Behind	Team will use quarter 4 to survey staff and students, identify processes that have worked successfully, give a comprehensive report of strengths and weaknesses around restorative justice programs and goals
Utilize goal #4, PBIS to improve schoolwide attendance and discipline	Other	All	Attendance Team	Summer 2012	On-going	On-Track	Priority #4 will be used as our focal point to improve schoolwide initiatives. Discipline team will discuss and identify strengths and weaknesses found this year and identify strategies, initiatives, incentives and resources to expand restorative justice efforts from 9th grade to 9th and 10th grade

### 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
Improve schoolwide implementation systemic structures and processes	Professional Development, PBIS and programming structures are in place and to increase our effectiveness we need to improve our monitoring and consistent implementation of all systems

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and implement quarterly professional development calendar	Instructional Materials	All	Admin/ILT	Quarter 4	Summer 2012	Postponed	Priority at this time includes EPAS testing completion and accurate programming for next year. Once program updates are finalized, ILT will begin to design PD calendar to be included in overall Instructional Calendar for 2013
Develop and implement quarterly Instructional rounds, learning walks and POP-IN calendars.	Instructional Materials	All	Admin/ILT	Summer 2012	Summer 2012	On-Track	Calendar foundation includes cps dates, network dates and cps assessment dates. Skeleton calendar will be complete prior to the end of the summer with the final document ready before the start of school year 2013
Develop and implement quarterly coaching calendar based on teacher need.	Instructional Materials	All	Admin/ILT	Quarter 4	Summer 2012	On-Track	Calendar dates will include EPAS and remediation cycle, instructional rounds cycle and PD dates. PD team will have calendar completed by end of summer 2012
Develop and implement PBIS quarterly calendar and maintain data.	Other	Other student group	PBIS/Discipline Team	Summer 2012	Summer 2012	Behind	Foundation for calendar will include summer training dates, recruitment of additional staff and completion of schoolwide and grade level expectations
Develop, implement and maintain a school-wide flow chart that supports the implementation of systemic structures and processes.	Other	All	Admin/ILT	Summer 2012	Quarter 1	On-Track	Flow chart will allow for ease of communication, access and accountability. Structural transformation and maintenance will allow for quick assessment and adjustment as needed
ILT revisit goals and plans designed prior to the 2012 "20th Day" to ensure refinements to plan to maintain original purpose.	Instruction	All	Admin/ILT	Quarter 4	Quarter 1	On-Track	Refinement of all goals, KPIs and measurements will ensure a successful implementation of schoolwide initiatives, and promote student success and teacher growth

**Strategic Priority 4**

Support ILT through supplemental off site PD to ensure peer to peer coaching and support the implementation of consistent schoolwide PD surrounding Common Core strategies	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	On-going	On-Track	PD team will design schoolwide PD topics and workshops to incorporate literacy strategies, increase on-track success and provide differentiated PD for stronger implementation
Analyze restorative justice success with 9th and 10th grade students based on data analysis and make adjustments (as needed), and scale up(as available)	Other	Other student group	Admin/ILT	Quarter 4	On-going	Postponed	Discipline team will discuss and identify strengths and weaknesses found this year and identify strategies, initiatives, incentives and resources to expand restorative justice efforts from 9th grade to 9th and 10th grade
Develop a menu of option for teachers so that each can create a professional learning plan.	Instructional Materials	All	Admin/ILT	Summer 2012	Summer 2012	On-Track	Department Chairs will identify 3-5 research based instructional strategies for teachers to identify in order to complete their professional learning plan for school year 2012

### 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
Increase feeder school articulation	In order to support our continued growth efforts, improve our grade level on track and improve our graduation rates we must continue conversations with feeder schools to attract high performing students and provide rigor and structure in our expanded course offerings (AP, AVID, ETI)

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Program 8th grade feeder students for 9th	Instruction	All	9th Grade Counselor	Quarter 4	Summer 2012	On-Track	Freshman Counselor will continue to program all feeder schools for school year 2012. Program office will continue to work with Admin and Department Chair to group and program students for optimal academic success
High School Investigation Day-Fall and Spring	Other	Other student group	9th Grade Counselor	Quarter 1	On-going	On-Track	Investigation days will include, as always, elementary feeder school students to shadow upper level class students, tour the school, meet teachers and administration and provide opportunity for elementary students to see our flagship programs (AVID, ETI, AP)programs as well as early registration
Co teach with feederschool teachers Semester 1 & Semester 2	Instruction	Other student group	9th Grade Teachers	Quarter 2	Quarter 3	Postponed	This goal includes planning and designing lessons around common core and research based literacy strategies to enrich academic support. This includes continued teaching of 8th graders on Gage Park campus for our "early involvement" course (Math/Eng) taught by a Gage Park Math/English teacher. Possible 1/4 elective credit upon completion of course and passing score of exit assessment.
Quarterly articulation meetings with feeder school	Other	Other student	9th Grade Counselor	Quarter 1	On-going	Postponed	Feeder school counselors meet with our 9th grade



**Strategic Priority 5**

High School peer mentoring with feeder school students	Instruction	Other student group	ILT/9th grade teachers	Quarter 2	Quarter 4	On-Track	Targeted 9th grade students will be trained and supported as they mentor our feeder school students. Each session will be supervised by an adult. This is an expansion of our feeder school communication and collaboration which has begun for school year 2010-2011.
Vertical alignment of Common Core through combined high school and feeder school teacher PD	Professional Development	Other student group	9th grade teacher teams	Summer 2012	Quarter 2	Behind	Vertical alignment, articulation between 8th and 9th grade teachers to provide 8th grade students with resources and support for academic success during the transition into high school. Common core standards, benchmark skills and EPAS skills are the focus of our co teach model.
Modified Olympics hosted at high school for elementary school students	Other	All	Athletic Director/9th grade teachers	Quarter 4	Quarter 4	On-Track	Service Learning projects are required for graduation and the modified olympics will promote collaboration and health for both high school students and feeder school students. This project will be student centered and crafted by Gage Park students with teachers as facilitators.
Conduct a joint service learning project between elementary feeder schools and the high school.	Other	All	Service learning coordinator/Athletic Director	Quarter 2	Summer 2013	On-Track	This goal will add additional support to our existing service projects. Students will dialogue throughout the school year, with teacher checkins and students will choose 1-4 options for a service project to promote awareness, participation and service to others.



Strategic Priority 5

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