CIWP

2012-2014 Continuous Improvement Work Plan

John M Harlan Community Academy High School

Far South Side High School Network

9652 S Michigan Ave Chicago, IL 60628

ISBE ID: 150162990250016

School ID: 609710

Oracle ID: 51021
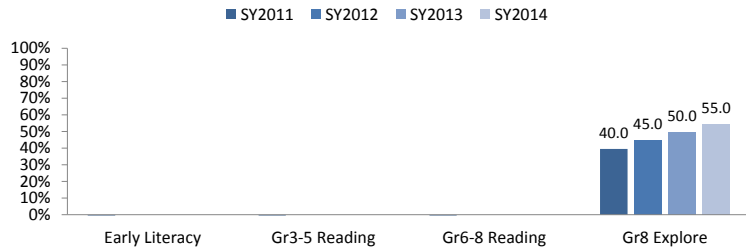
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Mission Statement

We at Harlan Community Academy High School will prepare all students for successful post-secondary education and career by equipping them with necessary skills, through the use of technology, cooperative grouping, and Smaller Learning Communities, organized around academic rigor, practical application, and forward-thinking ideas.
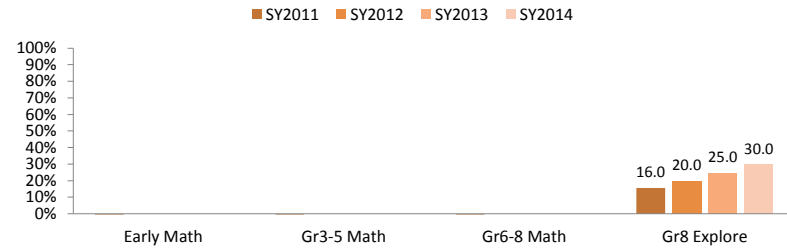
Strategic Priorities

1. Improve the TIA "Writing to Learn" across the curriculum by implementing AVID strategies.

2. Improve the effectiveness of the ILT in implementing literacy and instructional practices school-wide.

3. Develop an effective Professional Learning Community school-wide.

4. Expand the AVID Program School-wide.

5. Improve Attendance Rate.
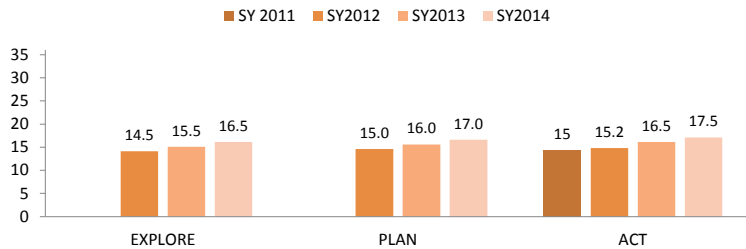
School Performance Goals
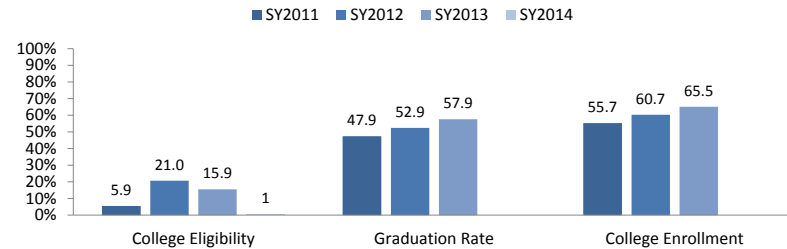
Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading				
Gr6-8 Reading				
Gr8 Explore	40.0	45.0	50.0	55.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math				
Gr6-8 Math				
Gr8 Explore	16.0	20.0	25.0	30.0

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

Category	SY 2011	SY2012	SY2013	SY2014
EXPLORE		14.5	15.5	16.5
PLAN		15.0	16.0	17.0
ACT	15	15.2	16.5	17.5

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
College Eligibility	5.9	21.0	15.9	1
Graduation Rate	47.9	52.9	57.9	
College Enrollment	55.7	60.7	65.5	

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	John M Harlan Community Academy 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
Reginald Evans	Principal
Maudree L. Hudson	Assistant Principal
Durrell Anderson	Assistant Principal
Vincentia Egonmwan	Assessment/Data Faculty
Nicole Hudson-Lucas	Classroom Teacher
Melinda Jean-Baptiste	Classroom Teacher
Tammy Butler	Classroom Teacher
Zeidre Foster	Classroom Teacher
Marieth Mitchell	Special Education Faculty
Laura Fredricks-Goines	LSC Member
Sharon Pincham	LSC Member
Lanell Sledd	Counselor/Case Manager

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2012-2014 Continuous Improvement Work Plan

John M Harlan Community Academy High School

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA				**Early Math** % of students at Benchmark on mClass	NDA			
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
8th Grade									
Explore - Reading % of students at college readiness benchmark	40.0	45.0	50.0	55.0	**Explore - Math** % of students at college readiness benchmark	16.0	20.0	25.0	30.0

CIWP

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	81.2	85.0	88.0	90.0		**Misconducts** Rate of Misconducts (any) per 100	21.6	18.3	15.0	12.7

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	95.6	96.9	98.0	99.3		**ISAT - Reading** % of students exceeding state standards	15.6	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.8	98.7	99.6	100.0		**ISAT - Mathematics** % of students exceeding state standards	17.8	23.0	28.0	35.0
ISAT - Science % of students meeting or exceeding state standards	95.0	96.9	97.8	98.7		**ISAT - Science** % of students exceeding state standards	20.0	26.0	32.0	38.0

John M Harlan Community Academy High School

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High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	12.9	14.5	15.5	16.5
10th Grade - PLAN Average PLAN score	✕	13.7	15.0	16.0	17.0
11th Grade - ACT Average ACT score	14.7	13.7	15.2	16.5	17.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	5.9	10.9	15.9	21.0
5-Year Graduation Rate % of students who have graduated within 5 years	47.9	52.9	57.9	63.0
College Enrollment % of graduates enrolled in college	55.7	60.7	65.5	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	81.2	85.0	88.0	90.0	**Misconducts** Rate of Misconducts (L4-6) per 100	21.6	18.3	15.0	12.7
Freshman On-Track % of Freshman Students on-track	64.4	70.0	75.0	80.0	**Sophomore On-Track** % of Sophomore students on track	44.1	50.0	55.0	60.0

High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	13.9	14.7	15.9	17.0	**PSAE Reading** % of students exceeding state standards	0.8	1.3	1.8	2.3
PSAE Mathematics % of students meeting or exceeding state standards	5.6	7.0	8.5	10.0	**PSAE Mathematics** % of students exceeding state standards	0.0	0.5	1.0	1.5
PSAE Science % of students meeting or exceeding state standards	5.6	6.6	7.6	8.6	**PSAE Science** % of students exceeding state standards	0.0	0.3	0.8	1.1

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
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	We have set clear measurable goals for student achievement that would narrow achievement gaps; however, we received a "Level 2" (Elem.), and "Level 3" (H.S.) ratings on the 2011 Performance Policy Report. There have been very small gains, such as 0.1 gain in the Average ACT Score, in most areas, and more sizeable gains, such as 17.7% gain in Freshman On-Track, in others. However, these trends are not enough to narrow achievement gaps. Because of the many areas that need vast improvement, immediately, we find ourselves with too many competing priorites. We are now working to establish a clear theory of action that will outline our school's priorities and key levers.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal has created a professional learning system that evaluates teacher needs and ideas. This process is derived from our Department Chair and ILT meetings. These teacher leaders are expected to evaluate and determine the professional learning needs and interests within their departments, and report out to the Administration during the bi-weekly meetings. The Principal has established regular meetings with the Department chairs and the ILT (both twice a month) to develop and monitor instructional practices through each classroom.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Until a few weeks ago, there were just a core group of teachers that performed nearly all leadership duties in and around Harlan. However, we're in the beginning stages of developing and establishing more teacher leadership throughout the building. We now have the following ACTIVE teacher teams to empower more teachers as leaders: ILT membership - Department Chair membership - Literacy Team - Data Team - Research Team - RTI Team - CIWP Team - TCT team lead. Each of these teams is comprised of teachers from each department, thus providing more teacher leaders throughout the school.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Harlan's ILT is comprised of teachers from various departments, coupled with an expertise needed to make decisions for all students and staff. Our ILT researches instructional best-practices that are later implemented school-wide. The ILT team conduct internal learning walks throughout the school year, then use data to provide feedback to departments and individual teachers. The ILT on ocassions, has lead professional development on the school's TIA, "Writing To Learn", and powerful practices, developing quarterly plans and using the school-wide rubrics. ILT members present information during department meeting, giving vital informantion on school's powerful practice, test score data, and engage teachers in developing school-wide writing prompts. The ILT analyze standardized test data, and participate in departmental perfomance management (PM) sessions with the Administration.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	All departments are required to present common assessment data during PM sessions, every five weeks, to discuss student's strenghts and weaknesses. Data is used to make adjustments to the Theory of Action Plan, curriculum maps, instruction practices, and lesson plans. Learning walks are used to monitor each departments progress, and peer-peer walk-throughs are coducted by teachers.	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Harlan's school-wide curricula is driven by a Pacing Guide that focuses on the College Readiness Standards and Common Core Standards. Each content area Teacher Collaborative Team (TCT) have been allotted common planning time, built in their daily schedules, to develop lesson plans that address and common assessments that are aligned with CRS and CCSS. TCT's select grade-appropriate level informational texts for all students, and supplemental material to address the needs of students with disabilities. IEP's are written and followed to address the short and long term needs of students with disabilities. Teachers read IEP's and include modified accommodations in their curriculum maps and lesson plans to address the needs of students with disabilities.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Every teacher teaches with the same Common Core Standards as a focus, however different materials may be used as a vehicle to teach these standards in different departments, such as English. Then there are other departments where teachers have a core instructional text that all teachers utilize. However, all texts chosen are aligned with the standards. • Instructional materials are supportive of students with disabilities; Elmos, LCD projectors, SMART Boards, Mobile Technology Carts. However, texts often chosen do not have ready made differentiation	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Tests (summative) provided by the district are ACT-styled exams. No variation in testing style has been provided. In addition to this a directive from the district mandates that teachers provide summative assessments ACT styled. However, teachers use a variety of formative assessments to determine student mastery of standards. • Assessment modification/accommodations are made for special need students per their IEP. • Every five weeks teacher teams as well as entire departments look at data to determine strengths and weaknesses in student mastery of CCS. However, school wide review of data has not happened.	

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Systems/methods have been put into place to communicate to students the learning objectives and relevance to students, however this is not used consistently from teacher to teacher. • The use of the district created pacing guide secures that sequencing and alignment of standards builds towards understanding of the skill, however not all teachers are securing they insure a deep understanding and mastery of the skills. • Systems have been put in place to secure high level of questioning occurs, however teachers are not fully utilizing this tool; the critical thinking wheel. • Scaffolding is not occurring in every class, so that ALL students can learn and have success in mastery of the standards. This is communicated through the five week Data Talks/ PM Sessions. • Consistently across departments formative assessments are not being used properly to check understanding of skills prior to the formative assessment. This is known because of access to Gradebook (few grades) and grades from summative assessments.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• An RTI team has been established in the school, however, there has been marginal progress in choosing and intervening in the academic failures of these students. Largely, it has been left to individual teachers to identify, monitor, intervene, and make adjustments for these students. • The ILT does monitor student achievement, but not interventions. • The secondary intervention currently in place, but ineffective, because too many students do not attend, is after school tutoring with their teachers. • Currently the school uses the district driven program, Scantron, to determine achievement gaps among the freshman population. However, formal interventions are not in place to address these students' achievement gaps ongoing. The 10th,11th and 12th graders are not using scantron at this time to determine students' learning gaps.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	We have an agenda aligned with school-wide priorities and growth goals. Aside from the in-house PD's, teachers are sent to conferences for training in their areas, such as AVID, NCTM (Math), NCTE (English), ASCD, etc. However, we currently do not have an effective method for continually monitoring our PDs. During this fourth quarter, the ILT has done more effective monitoring of the implementation of our school-wide powerful practice. The plan to continue to improve in this area is in place.	

Professional Learning

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* --->			**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet regularly with their teacher collaborative teams (weekly) -- but it is focused on mixed activities, from planning, to data analysis, to preparing common assessments. Special Education teachers are a part of all TCT's, but must play a bigger role by collobrating more effectively with the regular ed teachers on lesson planning (that would reach all levels of students) and modifications that more accurately address student needs).	
	Instructional coaching --->			**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Currently, Harlan doesn't have an effective coaching plan in place. Our ILT, however, provides informal departmental professional developments during common planning time. Professional development decisions are not systematic and left to teacher initiative/discretion and teachers ocassionally receive quality feedback to support individual growth. Teachers also do peer walk throughs and learning walks.	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The AVID program, increased enrollment in AP classes, active post-secondary department, college info/ artifacts on display throughout school, college fairs, career days, and curriculum reflects CRS. However, because some staff members have lower expectations for student achievement, many students lack opportunities for leadership and student voice.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students with disabilites are fairly well-integrated into the school community, including sports teams, clubs, and general social interactions. Sometimes, however, students feel isolated in self-contained classes. Some students have an adult advocate at the school and strong support from staff (ie Engineering/AP/AVID students) However, a large # of students have very little contact with adults outside of classroom time. Also, improvement is needed the area of respect between teachers and students and also between students. Schoolwide response to disciplinary infractions need to be consistent across the school.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Harlan is relatively safe and welcoming. Consistency amongst all adults in the building when enforcing rules and norms is an issue. Additionally, during specific times of the day, tardy students in the hall disrupt the learning environment. This is partially due to lack of security guards available towards the end of the day.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement			
Expectations	-->		**2**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal provides some information to families during report card pick-up, which consists of Harlan's Performance Policy Report. Teachers provide more clearer information to families on their expectations. This is done by sending the course syllabus to be signed by parents, they post the syllabus and daily assignments and weekly lesson plans via school's website, they are required to contact parents regularly via phone calls or emails, and grades are inputed into Gradebook regularly so that parents are always aware of how their children are doing in their perspective classes. Harlan's counseling department reaches out to incoming and outgoing students and parents through Senior Parent Nights, three times a year, and HS Investigation, Articulation Meetings, and the Taste of Harlan for incoming 9th grade parents.	
Ongoing communication	-->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Communication is provided to families via report card pickup, all-call system, website, and parent letters (some of which certified-letters). Teachers communicate with parents via parent-conferences, phone calls, teacher voicemailboxes, and parent portal regularly, and are required to submit call/contact logs. Parents are encouraged to initiate and/or respond to teachers via parent portal, phone call, and/or emails.	
Bonding	-->		**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The Principal empowers the families and communities by insisting that parents are welcomed and encouraged to visit and/or volunteer at the school in various departments, or with various projects. This partnership helps the parents to become more engaged and helps to strengthen their knowledge in the daily operations of the school. Currently the PAC Members and other volunteering parents participate in making phone calls and mailings, Chaperones on various field trips, Athletic Teams have parent booster clubs, and they attend student performances throughout the school year.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Harlan has several programs that provide intensive outreach to our students and their families. These programs are Inner Visions Mentoring, Metropolitan Family Services, Knock at Midnight for home visits, and other governmental agencies to assist us concerning attendance issues.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We provide all of our students with 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. We do this by utilizing What's Next Illinois (WNI) which is a online database that allows students to	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides support as it regards to student planning by encouraging all students to challenge themselves. Students engage in one on one meetings with their counselor to plan and prepare their schedule so that it aligns with their post-secondary needs. All students have access to Advanced Placement classes as long as they agree to apply themselves in the class. The student and the parent are required to sign a contract stating such. We are an AVID demonstration school (Advancement Via Individual Determination) which is a program that works diligently with the students to support student planning, preparation, participation, and performance in	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Extracurricular activities are available. However, students are not given adequate access to the activities by communicating the necessary steps needed to participate. More students need to be attached to a meaningful activity to promote school pride and spirit.	

N 6: College and Career Readiness Supports

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in college/career assessments via What's Next Illinois (WNI), however we have to be more intentional as to how we utilize the data generated by the assessment results reports in WNI.	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	We provided several avenues for the 11th an 12th graders to obtain information on college, such as: Making College counts that touches on all aspects of finding a college, securing , payment, and transitioning into college: What's Next Illinois, which helps students with college match and interest. We also have senior seminar that deals with all aspects of college, from writing personal statements, pursuing scholarships, etc. Harlan's Post-Secondary department holds several parent workshops to discuss transition their student to	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	We provided several avenues for the 11th an 12th graders to obtain information on college, such as: Making College counts that touches on all aspects of finding a college, securing , payment, and transitioning into college: What's Next Illinois, which helps students with college match and interest. We also have senior seminar that deals with all aspects of college, from writing personal statements, pursuing scholarships, etc. Harlan's Post-Secondary department holds several parent workshops to discuss transition their student to college and the various ways parents can pay for college, such as:	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources* -->			**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary spending for AVID tutors, AVID summer institutes, professional development, teacher extended day, credit recovery, online courses (vschoolz), ACT prep, engineering Robotics, summer counselor, substitute teachers, tutoring programs, and library grant. Partnerships have been formed with external and community partners, whereas, Metropolitan Family Services, Gear Up, and Smaller Learning Communities, assist us with funding the needs of our students and staff. Harlan maintains focus on the use of resources for student achievement growth necessary for every student to graduate college and career ready.	
	Building a Team -->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Harlan collaborates with local universities throughout the school year, such as Chicago State, University of Illinois at Chicago, and Teach for America, to establish internships with potential teacher candidates. Committees are formed to interview potential candidates, using the established interviewing protocol and rubric. Teacher Collaborative Teams TCT have built-in common planning time into their daily schedules. These teams are developed based on teacher knowledge, certification and expertise.	
	Use of Time -->			**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. Date Stamp November 22, 2012	The school schedule is designed for all course teams to have common planning periods throughout the school day. Harlan's school schedule fit the needs all students based on academic needs and student interest; accommodations are in place for students with disabilites; dual enrollment opportunities are available to those that quallify, and struggling students are referred to the RTI Team, after school tutoring, before school and after school credit recovery. Additionally, motivational speakers are invited to meet with our stuggling students.	

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

We at Harlan Community Academy High School will prepare all students for successful post-secondary education and career by equipping them with necessary skills, through the use of technology, cooperative grouping, and Smaller Learning Communities, organized around academic rigor, practical application, and forward-thinking ideas.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Improve the TIA "Writing to Learn" across the curriculum by implementing AVID strategies.	Teachers will be able to regularly access what, and how much the students are learning in their classes through ongoing formative writing assignments. Students will learn key concepts, gain a deeper understanding of subject matter to become effective communicators, and explore and deepen the understanding of what they already know. With the use of various AVID strategies, this instructional practice can help our students use appropriate content vocabulary, develop higher order thinking skills, and exploration.
2	Improve the effectiveness of the ILT in implementing literacy and instructional practices school-wide.	ILT will present research-based best practices during professional developments and during weekly departmental meetings. They will work hand-in-hand with department chairs and TCT leads to assure proper implementation of school-wide quarterly plans and powerful practices. The ILT will also develop and implement protocols for looking at student work, learning walks, and how to conduct structured team meetings.
3	Develop an effective Professional Learning Community school-wide.	The Professional Culture at Harlan will empower all teachers to become teacher leaders, lead to effective Departmental and TCT meetings, and ultimately, there will be increased academic achievement amongst all students.
4	Expand the AVID Program School-wide.	With AVID as a schoolwide program, the academic culture of Harlan will improve. The culture will promote post-secondary endeavors. There will be an increase in standardized test scores, G.P.A.'s, attendance and graduation rates. All students will be more equipped with tools needed to be successful at the college-level.

5	Improve Attendance Rate.	Because of increased attendance percentages, students will have maintained adequate grades during the school year or would have successfully participated in available credit recovery opportunities. As a result, students will be better prepared and qualified for post-secondary endeavors, which will ultimately decrease dropout rates, increase the 4-year graduation rate, increase college admission rates, and increase academic-based scholarship opportunities.

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 the TIA "Writing to Learn" across the curriculum by implementing AVID strategies.	Teachers will be able to regularly access what, and how much the students are learning in their classes through ongoing formative writing assignments. Students will learn key concepts, gain a deeper understanding of subject matter to become effective communicators, and explore and deepen the understanding of what they already know. With the use of various AVID strategies, this instructional practice can help our students use

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement Powerful Practices in every class, every day	Instruction	All	ILT and Teachers	Quarter 4	Summer 2012	On-Track	Upon completion of this powerful practice, the ILT will determine the next powerful practice to implement for Quarter 1 of 2012-2013
Use Cornell Notes in all classes at least three times a week, and complete the summary of notes	Instruction	All	Teachers	Quarter 4	Summer 2013	On-Track	
In collaboration with Cornell Notes, use AVID learning logs in all classes at least twice a week, to supplement learning during cooperative learning activities and projects.	Instruction	All	ILT and Teachers	Quarter 4	On-going	On-Track	Determine if five week common assessment data has improved as a result of students showing evidence of learning through their learning logs. Use data to determine the next steps.
Implement AVID WICR (Writing, Inquiry, Collaboration, & Reading) practices in all classes	Instruction	All	ILT and Teachers	Quarter 4	On-going	On-Track	
Purchase material to implement school-wide writing prompts	Supplies	All	Principal	Summer 2012	Summer 2013	On-Track	Establish a rubric and monitoring system for gathering and analyzing data
Purchase ACT practice material to improve Reading and English scores	Supplies	All	Principal	Summer 2012	Summer 2013	On-Track	
Purchase supplemental writing material for students with Special Needs	Supplies	Students With Disabilities	Principal	Quarter 1	Summer 2013	On-Track	
Purchase high-interest books for improved levels of active reading	Supplies	All	Principal	Summer 2012	On-going	Behind	
Increase the number of AVID students enrolled in AP classes	ILT/ Teacher Teams	All	ILT and Teachers	Quarter 4	On-going	On-Track	Encourage current AVID and AP students to work with teachers and counselors to encourage more students to enroll in this college-level coursework.

Strategic Priority 1

Invite parents to participate in AVID classes on monthly basis (4th Friday)	Parental Involvement	All	ILT and Teachers	Summer 2012	On-going	Behind	Building parental support, awareness and knowledge of our TIA will provide additional support to each student and added security to each classroom

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 the effectiveness of the ILT in implementing literacy and instructional practices school-wide.	ILT will present research-based best practices during professional developments and during weekly departmental meetings. They will work hand-in-hand with department chairs and TCT leads to assure proper implementation of school-wide quarterly plans and powerful practices. The ILT will also develop and implement protocols for looking at student work, learning walks, and how to conduct structured team meetings.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revisit the ILT rubric to improve the functionality of the ILT	ILT/ Teacher Teams	Not Applicable	Principal and AP's	On-going	On-going	On-Track	
Provide ILT with AVID training	ILT/ Teacher Teams	Not Applicable	Principal	Summer 2012	On-going	On-Track	
Provide ongoing professional development for ILT	ILT/ Teacher Teams	Not Applicable	Principal and AP's	On-going	On-going	On-Track	
Provide funding for extended day for ILT to meet before and/or after school	ILT/ Teacher Teams	Not Applicable	Principal	Quarter 4	On-going	On-Track	
Provide sub-coverage for walk-throughs, learning walks, and professional developments in/outside of Harlan during the school day	ILT/ Teacher Teams	Not Applicable	Principal	Quarter 4	On-going	On-Track	
Purchase professional readings to enhance ILT research	ILT/ Teacher Teams	Not Applicable	Principal	Summer 2012	On-going	On-Track	
Provide ongoing professional development by ILT to teachers	ILT/ Teacher Teams	Not Applicable	Principal	Summer 2012	On-going	On-Track	
Provide time for ILT members to host peer walk throughs to demonstrate new strategies shared in professional development	ILT/ Teacher Teams	Not Applicable	Principal	On-going	On-going	On-Track	
Provide parental version of professional development to encourage support for schoolwide literacy efforts	ILT/ Teacher Teams	Not Applicable	Principal	Summer 2012	On-going	Behind	

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop an effective Professional Learning Community school-wide.	The Professional Culture at Harlan will empower all teachers to become teacher leaders, lead to effective Departmental and TCT meetings, and ultimately, there will be increased academic achievement amongst all students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan the first PD of the school year to be surrounded by developing Harlan as a Professional Learning Community.	Professional Development	Not Applicable	Administration	Summer 2012	On-going	On-Track	
With the assistance of the AVID site team, integrate AVID strategies into every all-staff Professional Development opportunity.	Professional Development	All	Administration	Summer 2012	Summer 2013	On-Track	
Increase the role of AVID site team members in leading AVID-specific PD opportunities.	Professional Development	All	Administration	Summer 2012	Summer 2013	On-Track	
Have teachers look at school-wide data to build consenus and help clarify the existing conditions of the school	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2013	On-Track	
Develop processes to monitor critical conditions and important goals.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2013	On-Track	
Create a focus on student learning	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2013	On-Track	
Purchase reading material for each teacher team on professional learning communities and analyzing data.	Supplies	All	Administration	Summer 2012	Summer 2013	On-Track	
Create on-going opportunities for teacher teams to share information found in reading material with all of the faculty	Other	Not Applicable	Administration	Summer 2012	Summer 2013	On-Track	
Create a parent-led team to conduct schoolwide walk throughs	Parental Involvement	Not Applicable	Administration	Summer 2012	On-going	Behind	

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Expand the AVID Program School-wide.	With AVID as a schoolwide program, the academic culture of Harlan will improve. The culture will promote post-secondary endeavors. There will be an increase in standardized test scores, G.P.A.'s, attendance and graduation rates. All students will be more equipped with tools needed to be successful at the college-level.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize AVID WICR (Writing, Inquiry, Collaboration, & Reading) strategies in all classes in order to increase literacy.	Instruction	All	ILT and Teachers	Quarter 1	Quarter 4	On-Track	Finding the appropriate instructional material to implement school-wide
Hiring qualified Tutors	Staffing	Other student group	Principal	Summer 2012	Quarter 4	On-Track	
Provide funding for College Tours for Students and Parents	Parental Involvement	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Purchase more AVID books and material	Supplies	Other student group	Principal	Summer 2012	Quarter 4	On-Track	
Provide funding for incentives and AVID Banquet	Other	Other student group	Principal	Quarter 1	Quarter 4	On-Track	
Provide funding for Summer Institute for teachers to be trained on the AVID essentials	Professional Development	Other student group	Principal	Summer 2012	Summer 2012	On-Track	
Provide funding for ongoing AVID professional developments	Professional Development	Other student group	Principal	Summer 2012	Summer 2013	On-Track	
Provide funding to purchase binders for ALL students	Supplies	All	Principal	Summer 2012	Quarter 1	On-Track	
AVID site team will provide ongoing PD's to the entire staff regarding implementing AVID strategies	Professional Development	All	Avid Site Team	Summer 2012	Summer 2013	On-Track	
Provide funding for AVID Parent Night	Parental Involvement	Other student group	Principal	Summer 2012	Quarter 4	On-Track	
Provide funding for AP fair	Other	All	Principal	Summer 2012	Quarter 4	On-Track	

Strategic Priority 4

Provide funding for AVID teachers to attend AP conference	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2012	On-Track	
Create AVID parent nights to share AVID strategies with parents to enhance opportunities for proper usage during homework and on-going projects	Parental Involvement	Not Applicable	Principal	Summer 2012	Summer 2013	On-Track	

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
Improve Attendance Rate.	Because of increased attendance percentages, students will have maintained adequate grades during the school year or would have successfully participated in available credit recovery opportunities. As a result, students will be better prepared and qualified for post-secondary endeavors, which will ultimately decrease dropout rates, increase the 4-year graduation rate, increase college admission rates, and increase academic-based scholarship

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish an effective and consistent hall sweep policy	Other	All	Attendance Staff, Disciplinary Staff	Quarter 1	Quarter 4	On-Track	Create a set schedule for hall sweeps, specifically during the periods of high traffic (lunch periods) and the likelihood for class cuts (7th and 8th periods).
Provide solutions to IMPACT technical issues	Other			Summer 2012	On-going	Behind	
Solicit and increase parent involvement	Other	All	Attendance Staff	Summer 2012	On-going	On-Track	
Implement teacher-student mentor initiative	Parental Involvement	All	Attendance Staff, Teachers, Administration	Summer 2012	On-going	On-Track	
Monitor teacher attendance submission	Other	All	Attendance Staff	Quarter 1	Quarter 4	On-Track	
Provide funding for attendance incentives	Supplies	All	Attendance Staff	Quarter 1	Quarter 4	On-Track	
Provide funding for additional security officers	Other	All		Quarter 1	On-going	Postponed	
Re-establish the adjudication process	Other	All		Quarter 1	On-going	Cancelled	
Provide incentives for perfect attendance	Other	All	Attendance Staff	Quarter 1	Quarter 4	On-Track	Perfect attendance incentives have been distributed to those students with perfect attendance since Decemeber 20122
Implement an effective Lunch Detention policy	Other	All	Attendance Staff, Disciplinary Staff	On-Going	Quarter 4	Behind	Additional staff/security/volunteers are needed to effectively implement the process.
Implement mandatory Tutoring Session for students to make up classroom minutes/instruction due to class tardies and cuts.	After School/ Extended Day	All	Attendance Staff, Teachers	On-Going	Quarter 4	Behind	Additional staff/security/volunteers are needed to effectively implement the process.
Invite parents to participate in before and after school detention with students	Parental Involvement	All	Attendance Staff, Disciplinary Staff	Summer 2012	On-going	Behind	Enhanced parental involvement will deter students from cutting classes and school

Date Stamp November 22, 2012

Strategic Priority 5