



2012-2014 Continuous Improvement Work Plan

Thomas Kelly High School

Southwest Side High School Network
4136 S California Ave Chicago, IL 60632
ISBE ID: 150162990250022
School ID: 609715
Oracle ID: 46181



Mission Statement

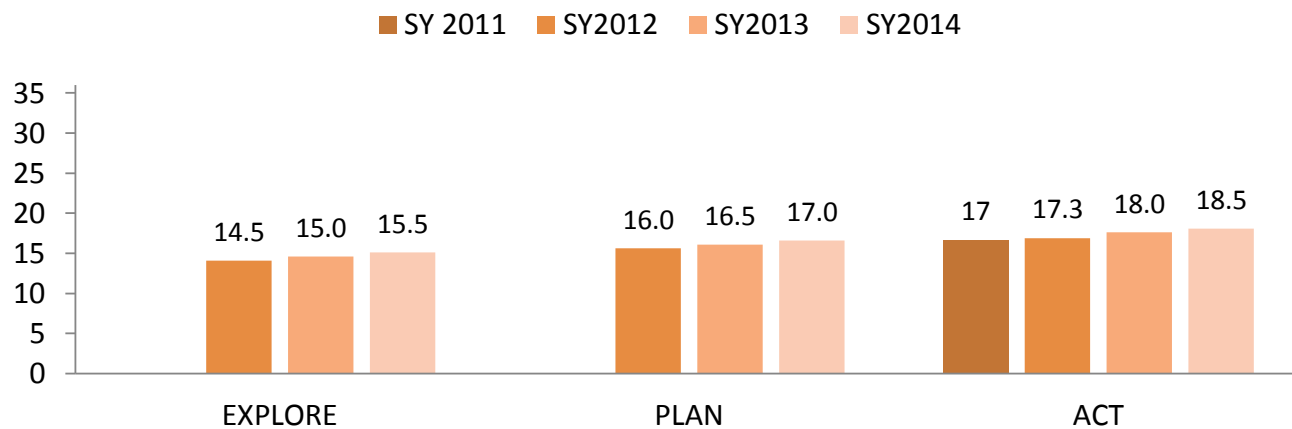
It is the mission of Kelly to be the high school of choice in our community, providing all students with a personalized, rigorous and engaging curriculum that emphasizes literacy, character development and college readiness fostering productivity within society as well as individual fulfillment.

Strategic Priorities

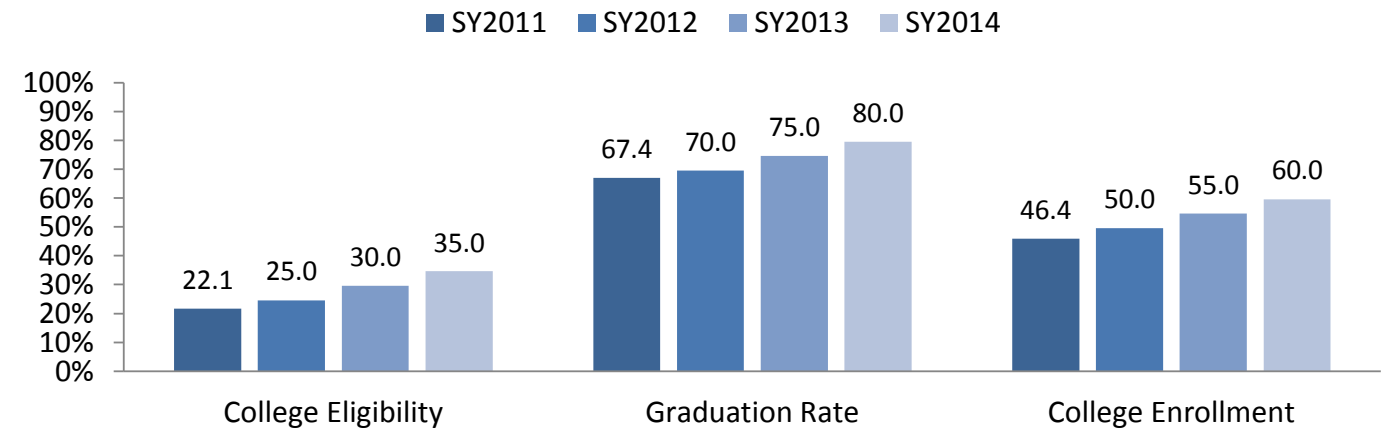
1. Provide rigorous, data driven instruction that aligns Common Core Standards and utilizes enhanced time resources afforded by the Full School Day to increase student achievement growth as measured by EPAS growth and performance on PSAE and ACT, leading to increasing numbers of students eligible for college upon
2. Continue to implement and refine research based instructional interventions to students not achieving at expected levels to increase on track rates for all grade level cohorts, increasing opportunities for students to access post secondary educational and career opportunities.
3. Implement strategies to increase student daily and individual class attendance rates, reduce tardiness and truancy, and maximize on increased instructional time opportunities afforded by the Full School Day.
4. Improve school climate as it relates to a positive impact upon all student and school outcomes through continued implementation of positive behavior strategies.

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Thomas Kelly 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
Algird Pretkelis	Principal
Joellen Zielazinski	Lead/ Resource Teacher
Brian Richter	Assistant Principal
Raul Magdaleno	Classroom Teacher
Angelica Jimenez	Parent/ Guardian
Edward Bogus	LSC Member
Oswaldo Alfaro	Lead/ Resource Teacher
Efrain Gonzalez	ELL Teacher
Bernetta Taylor	Special Education Faculty
Peggy Foley	Lead/ Resource Teacher
Gretchen Bates	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		13.7	14.5	15.0	15.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	22.1	25.0	30.0	35.0
10th Grade - PLAN Average PLAN score		15.4	16.0	16.5	17.0	5-Year Graduation Rate % of students who have graduated within 5 years	67.4	70.0	75.0	80.0
11th Grade - ACT Average ACT score	17.1	15.0	17.3	18.0	18.5	College Enrollment % of graduates enrolled in college	46.4	50.0	55.0	60.0

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	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	89.3	90.0	91.0	92.0	Misconducts Rate of Misconducts (L4-6) per 100	5.8	5.2	4.9	4.5
Freshman On-Track % of Freshman Students on-track	65.6	70.0	74.0	78.0	Sophomore On-Track % of Sophomore students on track	67.7	72.0	76.0	80.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	24.9	26.0	28.0	30.0		PSAE Reading % of students exceeding state standards	1.0	1.2	1.5	2.0
PSAE Mathematics % of students meeting or exceeding state standards	31.9	33.0	35.0	37.0		PSAE Mathematics % of students exceeding state standards	0.6	1.0	1.5	2.0
PSAE Science % of students meeting or exceeding state standards	25.0	27.0	29.0	37.0		PSAE Science % of students exceeding state standards	0.2	0.5	1.0	1.5

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School leaders in collaboration with ILT have developed and implemented a data driven strategic plan utilizing Easy Rhythm technology that includes current levels of performance for a variety of metrics as well as improvement goals.</p> <p>Schoolwide goals are promulgated employing a variety of media to all stakeholder groups (posters throughout the school building, school website, school to home correspondence). Our Theory of Action assumes regular examination of data and response to it will lead to measurable growth and improvement.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Kelly has highly functional PLC and TCT teams that advise the ILT and principal regarding current capacities and perceived needs that drive planning and implementation for both internal and external professional development activities.</p> <p>In addition to regular classroom observations, visitations, and walk throughs by principal and administrative team, there are frequent opportunities for feedback to teachers supported by an "open door policy" among administrative leadership.</p> <p>The culture of college and career readiness is promoted by a myriad of opportunities for student, community, and parent engagement through extra-curricular offerings, Community School programs, partnerships with GEAR UP and BPNC, PTA, monthly Breakfast with the Principal meetings, student performances, continuing education classes for parents and community members, and NCLB PAC.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers participate in TCT/Course planning teams.</p> <p>With over 90 clubs and organizations and 40 interscholastic athletic teams, SES tutoring, Evening School, school sponsored academic remediation programs after school and on Saturdays, and other opportunities, over 80% of Kelly teachers are directly involved in leadership enterprises beyond their instructional assignments.</p> <p>Kelly has a 98% retention rate of teachers over the last 3 years.</p> <p>Our data team has been in place for 4 years and its lead teacher's expertise has been recognized by our network.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>We believe that our ILT is highly functioning and representative of a variety academic disciplines and school constituencies. The ILT meets weekly and advises the principal regarding PD offerings, management of school resources, and data driven decision making.</p> <p>Over the last 3 years (2009 - 2011) the following trend data has led to Kelly being moved from a LEVEL 3 School to a Level 2 School Not on Probation: PSAE meets/exceeds % -1.1; PSAE Math meets/exceeds +3.0; PSAE Science meets/exceeds +3.7; Average ACT score +0.1; 1 Year dropout rate -5.5; Attendance rate +1.3; Freshmen on Track +12.3; AP/IB enrollment% +1.4; AP/IB success % -5.4, EPAS Reading Gains 39.3%; EPAS Math Gains 57.2%</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Kelly High School has a highly functioning data team and has had assessment scanning capacity for over 10 years. Data from interim and summative assessments is made available to the ILT to drive decision making, to course planning teams (TCT) to inform instructional planning, to individual teachers to provide individual student differentiation and reteaching strategies. Students are also provided assessment data to empower them to own their levels of achievement. While 3 -year trend data reveals increases on most assessment metrics, The composite ACT score FY 2011 was -0.2</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Kelly High School has well established course planning teams in all core areas that meet regularly and include ESL and Special Education teachers to ensure that all students have access to a standards based, data driven curriculum. We believe this has contributed to EPAS growth and growth in PSAE and ACT student achievement over the 3 year trend growth period. Common assessments and units of instruction driven by data are the norm in the core areas. However, student PSAE and ACT performance decreased in 2011, students reported the "Ambitious Instruction" metric as Weak on the 2011 <i>My Voice My School</i> survey, and non-core area common planning teams are not as well established.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials used at Kelly are aligned with the standards in all content area, with supplemental materials employed in addition to access to the standard curricular textbooks and units in self contained classes for students with disabilities and English Language Learners.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Kelly's internal scanning capacity provides teachers with innediate (typically within 24 hours or less) access to achievement data for the variety of common curricular, benchmark, formative, and summative assessments given throughtout the school year. This capacity is enhanced by CIM technology which provides a centralized database. Screening tests are administered to 9th and 10th graders and new students to the school to determine present levels of performance and inform instructional decisions, including placement in tiered (Rtl) interventions. This data is also used for student placement in differentiated instructional groups. Accommodations and modifications are provided for students with disabilities and ELL students. Teachers have been trained to use scanning technology available in the faculty room.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>While standards based, data driven instruction is evident throughout Kelly High School and is evidenced by EPAS growth and trend growth on PSAE and ACT, we received a rating of Weak for "Ambitious Instruction" on <i>My Voice, My School</i> in 2011. Observations and teacher feedback also indicate that differentiation is an area for us to focus professional development and continued improvement efforts. There is evidence of course planning team focus upon scaffolding and reteaching. Professional development will also be needed for teachers to empower them with respect to the transition to Common Core Standards and the Full School Day in order to employ these innovations to impact positively upon instruction and subsequent student achievement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Kelly provides a variety of curricular, school time, research based diagnostic interventions that include RtI tiered interventions for reading and math in double blocks that are grouped for differentiation and supplement the curriculum with the Skills Tutor program. This is supported by after school time tutorials available at a variety of times to meet family needs and include specialized tutorials for 11th graders preparing for the PSAE and ACT to provide enhanced access to college. Student class achievement, EPAS, and attendance data are systematically organized to identify students in need of these interventions, with parental involvement in the process. While this has influenced the growth in on track rates in 2011 to 65.6% for 9th graders and 67.7% for 10th graders, students are still reporting the supportive environment metric as Weak in the 2011 "My Voice, My School" survey. We have partially freed teacher RtI coordinator, and need to increase our capacity around the shared leadership responsibility of monitoring interventions.</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold; font-size: 1.2em;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Kelly has a PPLC that advised the administrative team and ILT regarding professional development activities. Year long PD is planned in advance and modified according to ever evolving CPS priorities and schoolwide needs based upon ongoing data analysis. PD activities are configured in CPS University, giving teachers the opportunity to evaluate offerings. While the <i>My Voice, My School</i> survey in 2011 assessed the school as Strong for the "Effective Leaders" and Average for the "Collaborative Teachers" metrics, we have identified internal coaching supports for teachers as an area in need of improvement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Kelly High School has well established course planning teams in all core areas that meet regularly and include ESL and Special Education teachers to ensure that all students have access to a standards based, data driven curriculum. We believe this has contributed to EPAS growth and growth in PSAE and ACT student achievement over the 3 year trend growth period. Common assessments and units of instruction driven by data are the norm in the core areas. Each team maintains a binder of collaboration protocols, student achievement data, and common assignments and assessments developed. To increase teacher and course planning team capacity, progress monitoring protocols should be more developed. However, student PSAE and ACT performance decreased in 2011, students reported the "Ambitious Instruction" metric as Weak on the 2011 <i>My Voice My School</i> survey, and non-core area common planning teams are not well established.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Kelly has the potential to develop teacher coaching, but this is an area identified as needing improvement and external support. While the school is a destination site for many student teachers each semester and provides induction mentoring for new teachers and hires, more formalized structures to provide teachers feedback from both peers and school leaders would provide teachers enhanced support systems of continuing improvement. Teacher collaboration is evident and rated Average on the 2011 <i>My Voice, My School</i> survey.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>With a 46.4% rate of college enrollment, a 64.7% 5 year graduation rate, and 22.1% of 12th graders eligible for a selective 4 year college, this is an in which we believe our efforts have not yielded the desired outcomes. This is also reflected in the Weak ratings for both "Supportive Environment" and "Ambitious Instruction" on <i>My Voice, My School in 2011</i>. The AVID and IB programs provide students with additional opportunities for rigor, all students have access to external college visits starting the summer before they enter 9th grade, and the FAFSA completion rate for eligible seniors exceeds 90%. We believe that through a focus on student on track</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The 2011 <i>My Voice, My School</i> rating in the area of "Supportive Environment" was Weak. However, 68% of students report engagement in after school academic, athletic, or enrichment activities in 90 clubs/organizations and 46 interscholastic teams. Kelly is a large school with a caring staff, high levels of participation of students with disabilities in the school community cited in the 2010 ISBE LRE monitoring visit report. We believe that a continued emphasis on school climate, safety, positive behavior interventions, and opportunities for parent engagement will improve this perception. To build the capacity to achieve this, we need to provide professional development of all staff on personalizing the school environment and monitoring student perception.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>While a variety of positive behavior interventions have resulted in a 50% decrease in misconduct (L 4-6) levels over the last 3 years supported by Culture of Calm, for 2012, we are currently on pace to exceed the 5.8 per 100 rate of misconducts (L 4-6) in 2011. Safe practices appear effective in the school building, but safe passage of students and violence outside of the school continues to be a serious area of concern, and the 2011 <i>My Voice, My School</i> rating of Student Perceptions: Safety was 36%.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Kelly is transparent in providing unsolicited information to families through the school website, newsletters, and frequent site based opportunities for parent and community participation in the school. Nearly 1/3 of incoming Freshmen (nearly 300 students each summer) have participated in Freshmen Connection over the last 3 years. Student participate in assessment reflection activities in their classes to engender student and family ownership of student achievement.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Kelly received an Average rating on the 2011 <i>My Voice, My School</i> "Involved Families" essential. Teachers are required to document weekly home-school contact and Parent Portal training are ongoing, with 1050 current accounts indicating about 40% usage. Parents are engaged in conferences by counseling staff and teacher in order to provide targeted interventions for student not achieving at expected levels.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Kelly is a "city that never sleeps", with a myriad of after school and Saturday engagement opportunities for students, parents, and their families that include concerts, dances, parent continuing education classes, Evening and Saturday school credit recovery, student academic exhibitions, college and financial literacy workshops, NCLB PAC, PTA, monthly Breakfast with the Principal meetings, and others. The 21st Century community school also offers parental programming. The principal is perceived as a true leader in the community who promotes parent and community involvement in the school by providing such a welcoming environment and friendly atmosphere.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Kelly provides a variety of school based social and emotional interventions from our counseling staff, peer jury and restorative justice programs, outside partner interventions through Gads Hill Building Leaders (mentoring advocacy), and outside individual, group and family counseling services funded by grants in partnership with BPNC, SGA, and the Neighborhood Recovery</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>With a 46.4% college enrollment rate, efforts need to continue to promote college and career awareness. Students participate in <i>What's Next Illinois</i> and have opportunities for college and career representative engagement through school sponsored college and career fairs, field trips to colleges, and other exploratory activities.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>With a 46.4% college enrollment rate, efforts need to continue to promote access to rigorous coursework such as AP, IB and AVID program offerings for more students. Currently, 7% of Kelly students are enrolled in AVID, 9.7% in AP/IB program courses, and an AP/IB success rate of 35.1%. While efforts are in place to promote college access (> 90% FAFSA completion rate for eligible seniors), emphasis needs to be placed on increasing access to rigorous coursework and the importance of EPAS growth, ACT performance, and student grades/GPA.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Kelly provides a wide variety of after school academic, enrichment, and athletic programming with 73% of students reporting participation in at least 1 weekly after school time opportunity FY 2012.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Kelly offers all 11th graders free after school and Saturday ACT prep classes, with a 30% participation level in 2012. Students also participate in career interest assessments through <i>What's Next Illinois</i>.</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>In partnership with GEAR UP and colleges and universities, Kelly elicits scholarship opportunities for seniors and is inclusive of undocumented students (currently over \$5 Million for the Class of 2012). Over 90% of eligible seniors completed FAFSA in 2011. This is facilitated through a variety of after school and Saturday workshops for students and their families offered throughout the school year around FAFSA completion, college application processes, and scholarship applications.</p>	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Kelly has a well established articulation committee consisting of feeder elementary school counselors and 8th grade teachers to assist with communication and vertical curriculum alignment and ease the transition into Kelly. In 2011, approximately 50% in incoming 9th graders attended Freshmen Connection or other summer transition opportunities at Kelly. Articulation among administrators from feeder elementary schools is enhanced through monthly Safety Net oversight meetings with BPNC. In partnership with GEAR UP and colleges and universities, Kelly elicits</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>We have a responsible budgeting process that accounts for discretionaly funding with budget aligned to strategic priorities, stakeholder participation in funding allocations that include input from the ILT and approval from the LSC. We also supplement NCLB and SGSA funding of programs with academic and enrichment programs with a variety of partnerships that include a 21st Century Community School and counseling services provided by BPNC, Gads Hill Building Leaders programs, GEAR UP and After School Matters.</p>	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>All vacancies are posted via CPS eBulletin and in DS2 position portal. Interviews are conducted rigorously and include department chairpersons, teachers, and other appropriate personnel.</p> <p>Kelly has partnerships with over 12 Universities and has accepted a minimum of 10 student teachers per semester over the last 3 years in an attempt to "grow our own". We are also partnering with BPNC and St. Xavier University for a Grow Your Own grant to recruit qualified community members into the profession.</p>		
Use of Time ----->			2	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>This area can be challenging as it reltes to building crowding, but common planning time is allocated as possible, with 2 separate course planning teams for the same course in some instances to counter scheduling conflicts.</p> <p>Students identified for Tier 2/3 interventions are scheduled in intervention blocks to receive remedial instruction in reading and math, with weekly progress monitoring.</p>		

Mission & Strategic Priorities

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

Mission Statement

It is the mission of Kelly to be the high school of choice in our community, providing all students with a personalized, rigorous and engaging curriculum that emphasizes literacy, character development and college readiness fostering productivity within society as well as individual fulfillment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide rigorous, data driven instruction that aligns Common Core Standards and utilizes enhanced time resources afforded by the Full School Day to increase student achievement growth as measured by EPAS growth and performance on PSAE and ACT, leading to increasing numbers of students eligible for college upon graduation	In order to increase current levels of student performance , with no more than 33% of student meeting expected levels in any area on the PSAE and only 39.3% of students making expected gains in reading in EPAS assessments, a rigorous curriculum that emphasized literacy will enable continued improvement in student achievement and increase postsecondary educational and career opportunities for all students.
2	Continue to implement and refine research based instructional interventions to students not achieving at expected levels to increase on track rates for all grade level cohorts, increasing opportunities for students to access post secondary educational and career opportunities.	With 65.5% of freshmen on track, 67.7% of sophomores on track, a 67.4% 5-year graduation rate, and only 22.1% of student eligible for selective 4 year colleges, early and ongoing identification and intervention strategies are needed to increase student outcomes and enable them to reach their post secondary goals with respect to their unique learning styles, English proficiency, disability status, and other social, emotional and academic factors that prevent students from achieving at expected levels.
3	Implement strategies to increase student daily and individual class attendance rates, reduce tardiness and truancy, and maximize on increased instructional time opportunities afforded by the Full School Day.	In order for students to be successful and achieve in school, they need to be in school to access academic learning, social development opportunities, emotional support, and postsecondary preparation for the maximum amount of time possible. Regular and timely attendance is a critical habit that needs to be internalized in during secondary education as it relates to postsecondary educational and career opportunities for success, and needs to improve from the current 89% level that is reflected in the overall student attendance rate at Kelly.

4	<p>Improve school climate as it relates to a positive impact upon all student and school outcomes through continued implementation of positive behavior strategies.</p>	<p>School climate is an area in which there is a discrepancy between teacher and staff perception (which is positive) and student reporting as measured in <i>My Voice, My School</i>, with a Weak rating in the area of "Supportive Environment" and 36% student perception of safety. Implementation of positive behavior intervention strategies and other programs and policies reduce misconducts (from current level of 5.8 per 100 students L 4-6) and increase student safety will enable Kelly High School to provide the positive environment that will maximize on opportunities for students to attend school and achieve at the maximum levels possible with respect to their individual needs.</p>
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide rigorous, data driven instruction that aligns Common Core Standards and utilizes enhanced time resources afforded by the Full School Day to increase student achievement growth as measured by EPAS growth and performance on PSAE and ACT, leading to increasing numbers of students eligible for college upon graduation	In order to increase current levels of student performance , with no more than 33% of student meeting expected levels in any area on the PSAE and only 39.3% of students making expected gains in reading in EPAS assessments, a rigorous curriculum that emphasized literacy will enable continued improvement in student achievement and increase postsecondary educational and career opportunities for all students.

Action Plan

Monitoring

Milestones	Category	Target Group		Start	Completed	Status	Comments & Next Steps
Provide professional development for implementing Common Core aligned instruction in all content areas that emphasizes literacy.	Professional Development	All	Principal / ILT / PPLC	Summer 2012	On-going		
Provide professional development to empower teachers to incorporate differentiated instruction to meet the needs of the variety of learning styles and ability levels, including English Language Learners and students with disabilities.	Professional Development	All	Principal/ ILT/ PPLC	Summer 2012	On-going		
Assess current instructional materials for all content areas to determine alignment with Common Core Standards; revise course syllabi to reflect incorporation of these and invest in new instructional materials and textbooks as necessary.	Instructional Materials	All	Principal/ ILT / Business Manager	Summer 2012	Year 2		
Continue implementation of interim assessments, with TCT and individual teacher level support of data analysis to identify target skills and standards for reteaching in order to meet student growth and achievement goals and includes the provision of appropriate accommodations and modifications for students with disabilities and English Language Learners.	Instruction	All	Principal / ILT / Data Team	Quarter 1	On-going		

Strategic Priority 1

Develop and implement a master schedule of classes that maximizes on the utilization of space and time and allows opportunities for differentiation groups, tiered instructional interventions (RtI), instructional programs to meet the learning needs of English Language Learners and the Least Restrictive Environment for all students with disabilities, provides access to rigorous coursework afforded through the IB and AP programs, and supports students' postsecondary educational and career development through AVID, CTE programs, and grade level seminar courses.	Instruction	All	Principal / ILT / Scheduler	Summer 2012	Year 2		
Assess current technology capacities and identify needs in order to support data collection and analysis capacities, technology based and enhanced instructional programs, instructional intervention programs, career education and college exploration activities, and increase access to technology for students, teachers, and the community.	Equipment/ Technology	All	Principal / ILT / Technology coordinator / Business Manager	Summer 2012	On-going		
Continue implementation of the AVID program to provide students the instructional support needed to access rigorous coursework needed to matriculate into four-year colleges.	Instruction	Other student group	Principal / AVID coordinator	Summer 2012	On-going		
Provide professional development to all teachers to empower them to incorporate AVID strategies and personalization in all content area classes.	Professional Development	All	Principal / AVID coordinator	Quarter 1	Quarter 2		
Provide additional teachers to reduce class sizes in critical areas to provide opportunities for rigorous, data driven instruction that is differentiated and meets the diverse learning needs of all students.	Staffing	All	Principal / Scheduler	Summer 2012	Quarter 1		
Provide after school and Saturday instructional programs aligned with Common Core and College Readiness Standards to give every student the opportunity to achieve at the maximum levels possible on EPAS assessments, PSAE, and ACT.	After School/ Extended Day	All	Principal	Quarter 1	Quarter 3		
Increase capacity to provide additional opportunities for students to access rigor and college readiness through providing teachers professional development relating to the International Baccalaureate Program and instruction of Advanced Placement Classes.	Professional Development	Other student group	Principal/ AP-IB Coordinator	Quarter 1	Quarter 4		



Strategic Priority 1

Provide school based and external professional development opportunities to teachers and staff to empower them with the knowledge and skills necessary to be able to fulfill their specified roles in the area of increasing student achievement	Professional Development	All	Principal / ILT	Summer 2012	On-going		
Expand course offerings to include additional AP courses in geography and art in the short term (Fall 2012) and explore additional expansion for the future to increase student access to rigor and college readiness.	Instruction	Other student group	Principal / ILT / AP-IB Coordinator	Summer 2012	Quarter 1		
Provide assessment tools to measure student growth that include curricular based assessment and quarterly interim assessments that will inform course planning and individual teacher instructional planning and increase student outcomes on EPAS assessments	Instruction	All	Principal / ILT	Summer 2012	Year 2		
Implement intentional instructional strategies for all students supported by counseling staff and post secondary coach aimed at college exploration, the college and financial aid application process, and the importance that achievement in high school measured by class grades and assessment performance as it relates to college readiness.	Instruction	All	Principal, Counseling staff, post secondary coach	Summer 2012	On-going		
Increase the capacities of non core area teachers and departments supported by schoolwide scheduling structures and targeted professional development to develop and implement curricular innovations, instructional strategies and assessments aimed at increasing standards based student literacy outcomes.	Professional Development	All	Principal, ILT, Non Core Area Department Chairs	Summer 2012	On-going		

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
Continue to implement and refine research based instructional interventions to students not achieving at expected levels to increase on track rates for all grade level cohorts, increasing opportunities for students to access post secondary educational and career opportunities.	With 65.5% of freshmen on track, 67.7% of sophomores on track, a 67.4% 5-year graduation rate, and only 22.1% of student eligible for selective 4 year colleges, early and ongoing identification and intervention strategies are needed to increase student outcomes and enable them to reach their post secondary goals with respect to their unique learning styles, English proficiency, disability status, and other social, emotional and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for teachers to continue the implementation of RtI, tiered instructional interventions, differentiated instruction, and reteaching strategies aimed at increasing numbers of student on track for all grade level cohorts.	Professional Development	All	Principal / RtI Coordinator	Summer 2012	On-going		
Continue early instructional interventions for new 9th grade students in reading and math including computer based individualized instruction such as Skills Tutor.	Equipment/ Technology	Other student group	Principal / RtI Coordinator	Summer 2012	On-going		
Engage parents to participate in informational meetings, progress monitoring using parent portal, school governance, workshops and continuing education, parent advisory committees, grade level workshops, and celebrations of student accomplishments.	Parental Involvement	All	Principal / NCLB - Parent Coordinator	Summer 2012	On-going		
Mandate before and after school tutorial programs, homework help, and enrichment activities aimed at improving student achievement and meeting the unique learning needs of all students.	After School/ Extended Day	All	Principal	Quarter 1	Quarter 4		
Provide opportunities for students to recover credit for class failures through evening school, Saturday school, and summer school that include specialized programs for 9th graders to increase numbers of students on track.	After School/ Extended Day	Other student group	Principal / Evening School Coordinator	Quarter 1	Summer 2013		



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
Implement strategies to increase student daily and individual class attendance rates, reduce tardiness and truancy, and maximize on increased instructional time opportunities afforded by the Full School Day.	In order for students to be successful and achieve in school, they need to be in school to access academic learning, social development opportunities, emotional support, and postsecondary preparation for the maximum amount of time possible. Regular and timely attendance is a critical habit that needs to be internalized in during secondary education as it relates to postsecondary educational and career opportunities

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Refine technology based attendance intervention and tracking strategies that include scanning student IDs, attendance and tardy record keeping, and credit for attendance recovery activities.	Equipment/ Technology	All	Attendance and Technology coordinators	Summer 2012	Quarter 2		
Allocate adequate human resources, including ESP staff and teacher duty periods, to conduct data entry and analysis and fully support implementation of attendance interventions aimed at increasing student attendance and related outcomes.	Staffing	All	Principal and Attendance Coordinator	Summer 2012	Quarter 2		
Recover student class attendance through after school instructional attendance recovery programs.	After School/ Extended Day	All	Principal and Attendance Coordinator	Quarter 1	On-going		
Continue implementation of positive behavior intervention strategies and alternatives to out of school suspension such as In School Suspension to increase student attendance.	Other	All	Principal / Attendance Coordinator / Disciplinarian	Quarter 1	On-going		
Schoolwide emphasis on cultivating a positive culture around assessment that includes student and parent ownership of their own data through data days and prediction / reflection activities in all content area classes for students and data conferences with parents at parent nights and grade distribution days to improve attendance on schoolwide testing days and increase the validity of interim assessment data	Parental Involvement	All	Principal / Attendance Coordinator / ILT	Quarter 1	On-going		

Strategic Priority 3

Refine strategies to improve student attendance on "hot" days of high absenteeism through analysis of historical attendance data to identify these days, scheduling of special activities (assemblies, service learning projects, enrichment, and other motivational activities) on these days that include incentives for attendance.	Instruction	All	Principal / Attendance Coordinator / ILT / Service Learning Coordinator	Quarter 1	On-going		
Reinforce the importance of student attendance by rewarding desired outcomes through providing short and long term incentives to students for perfect attendance, target attendance rate (attendance levels at or above the stated schoolwide goal), and attendance improvements.	Supplies	All	Principal / ILT / Attendance Coordinator / Activities Director	Quarter 1	On-going		
Transform student culture around attendance through regularly scheduled celebrations to recognize students, promotional media in school common areas, classrooms, and electronic media (website) education to students and parents regarding the importance of attendance as it relates to desired outcomes and postsecondary opportunities.	Instruction	All	Principal / ILT / Attendance Coordinator / Activities Director	Quarter 1	On-going		
Involve parents in all attendance promotion and intervention activities through monitoring teacher and staff parental contact logs, trainings to parents to provide access to available alerts through Parent Portal, and inclusion of parents in individual student attendance interventions.	Parental Involvement	All	Principal / ILT / Attendance Coordinator / NCLB - PAC Parent Coordinator	Quarter 1	On-going		
Identify students who are not meeting minimum attendance standards for positive attendance interventions that include attendance contracts, mentoring, counseling services, health services, and other assistance to identify and remediate the antecedents that negatively impact their attendance.	Parental Involvement	Other student group	Principal / Counseling staff / Disciplinarians / Attendance Coordinator	Quarter 1	On-going		
Provide school based and external professional development opportunities to teachers and staff to empower them with the knowledge and skills necessary to be able to fulfill their specified roles in the area of increasing student attendance and engagement.	Professional Development	All	Principal / ILT / Attendance Coordinator	On-going	On-going		

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 school climate as it relates to a positive impact upon all student and school outcomes through continued implementation of positive behavior strategies.	School climate is an area in which there is a discrepancy between teacher and staff perception (which is positive) and student reporting as measured in My Voice, My School, with a Weak rating in the area of "Supportive Environment" and 36% student perception of safety. Implementation of positive behavior intervention strategies and other programs and policies reduce misconducts (from current level of 5.8 per 100

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Allocate adequate human resources, including security staff, other ESP staff and teacher duty periods, to provide supervision of student, parent, and visitor entry and exiting of the school building, hallways, lunchroom, auditorium, other common areas, and the exterior of the building during student entry and dismissal times.	Staffing	All	Principal / Head of Security	Summer 2012	On-going		
Engage students in curricular-based service learning projects to facilitate meeting graduation requirements, improve school and community climate, and provide worthwhile experiences in preparation for post secondary educational and career goals.	Instruction	All	Service Learning Coordinator	Quarter 1	On-going		
Engage parents through a variety of opportunities to become involved in the education of their children, including NCLB PAC, PTA, monthly breakfast with the principal meetings, open houses, individual and group conferences, and continuing education classes.	LSC/ PAC/ PTA	All	Principal / NCLB PAC Coordinator	Quarter 1	Quarter 4		
Expose students to educational experiences outside of the school building through providing field trip experiences related to the curriculum.	Instruction	All	Principal / ILT	Quarter 1	On-going		
Provide students with opportunities to explore post secondary career and educational options through school based college and career fairs, job shadowing and internship experiences, and field trips to post secondary employment and educational settings.	Instruction	All	Principal / CTE department chair / Counselors / Post secondary coach	Quarter 1	On-going		



Strategic Priority 4

Faciliate completion of FAFSA, scholarship applications, and college / post secondary educational applications through offering student and parent workshops during school and after school hours.	After School/ Extended Day	All	Principal / CTE department chair / Counselors / Post secondary coach	Quarter 1	Quarter 4		
Continue to maintain a Culture of Calm team consisting of teacher leaders and clinicians to review and place students for services who have been referred for intervention related to attendance, achievement, social, and emotional factors.	After School/ Extended Day	All	Principal / Counselors / Social Worker	Quarter 1	On-going		
Provide transition support to students at all grade levels starting with the summer prior to high school entry to assist students with the variety of academic, social, and emotional challenges that have the potential to negatively impact their achievement and outcomes.	After School/ Extended Day	All	Principal / ILT / Counselors	Summer 2012	On-going		
Enhance restorative justice and positive behavior intervention strategies, such as peer jury, counseling interventions, mentoring, and school based consequences for inapropriate behavior that address antecedents and provide students emotional support and learning opportunities while reducing incidents of misconduct.	After School/ Extended Day	All	Principal / ILT / Counselors / Disciplinaryans	Quarter 1	Summer 2012		
Increase participation in the 90+ school and community school sponsored after school academic and enrichment programs offered to improve student perceptions of their high school experience and engage students in positive alternatives for after school time.	After School/ Extended Day	All	Principal / Activities Director	Summer 2012	On-going		
Promote healthy living and improve student and parent perception of the school by offering and increasing student participation in school based and interscholastic athletic programs.	After School/ Extended Day	All	Principal / Athletic Director	Summer 2012	On-going		
Provide school based and external professional development oportunites to teachers and staff to empower them with the knowledge and skills necessary to be able to fulfill their specified roles in the area of improving school climate.	Professional Development	All	Principal / ILT	Summer 2012	On-going		



Strategic Priority 4

