



Mission Statement

Lane's Mission Statement includes:

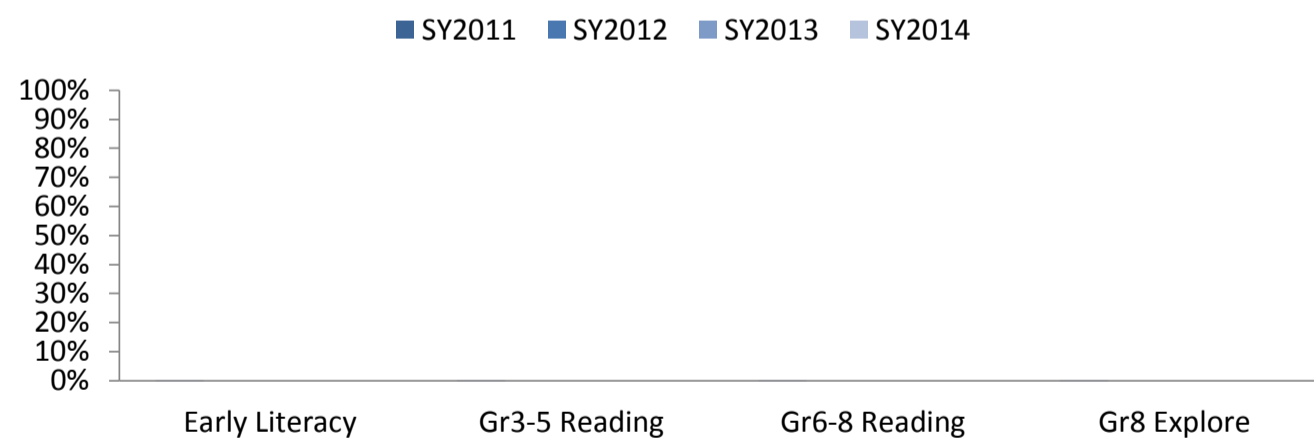
- 1. Providing curricular offerings that optimize the college preparatory experience of students
- 2. Establishing an environment where mutual respect and positive relationships exist between students and staff
- 3. Empowering students to accept responsibility for their learning
- 4. Building relationships with parents

Strategic Priorities

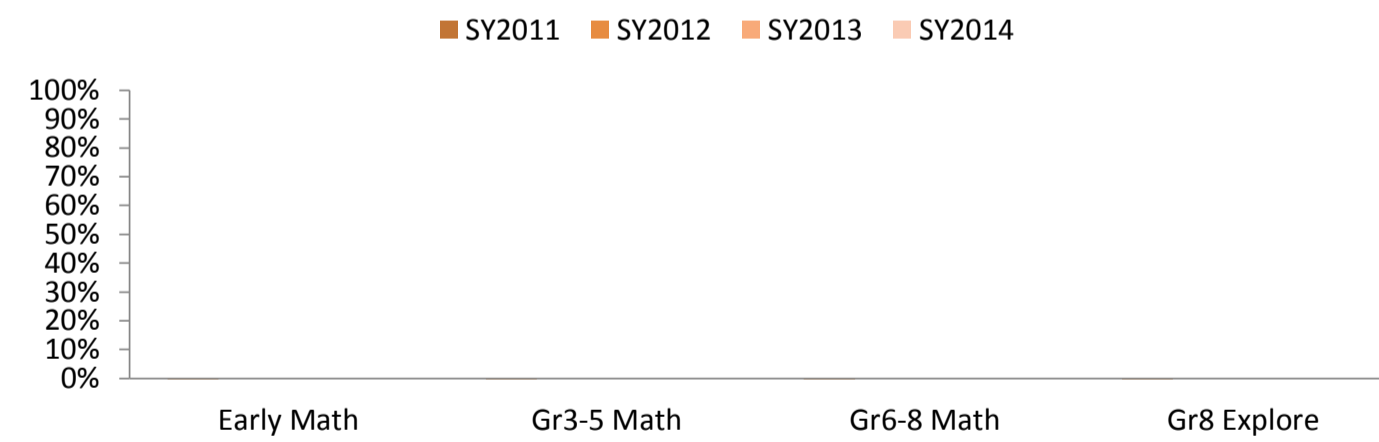
- 1. Support all freshman and sophomore students with a comprehensive system of interventions to keep all freshman and sophomore students on-track
- 2. Provide all students with a school-wide system of supports to ensure college readiness via increased EPAS growth from Explore to ACT
- 3. Cultivate a system of college readiness to better prepare and increase the percentage of graduates eligible to attend a 4-year Selective Enrollment College
- 4. Integrate innovative educational technology into all classrooms and curriculum and provide technological resources throughout the building
- 5. Support Academic Center students with a continuum of program services for gifted learner needs that facilitate the transition from middle school to high school, develop executive functioning skills, and increase ISAT assessment performance.

School Performance Goals

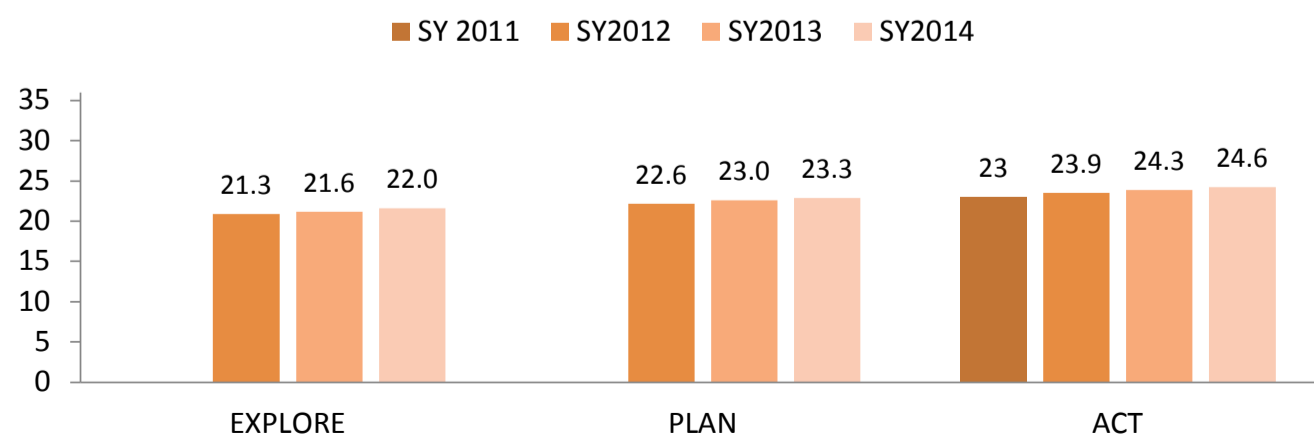
Literacy Performance Goals



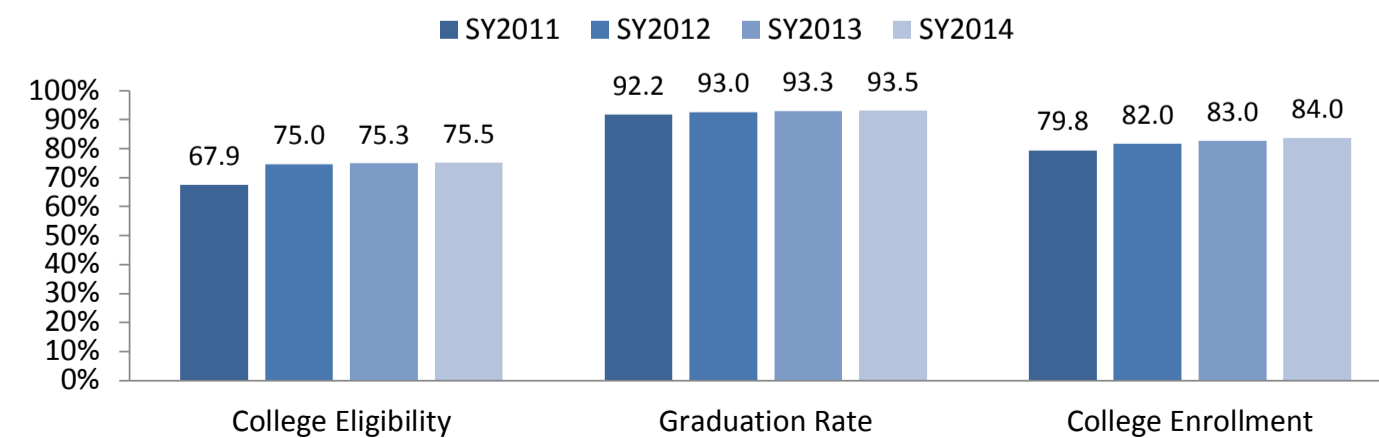
Math Performance Goals



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:	Albert G Lane Technical 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
Antoinette LoBosco	Principal
Christopher Dignam	Assistant Principal
Edwina Gholston	Assistant Principal
Michelle Daly	LSC Member
Joshua Jeon	Classroom Teacher
Christine Gonzales	Classroom Teacher
Kelley Rothenberg	Special Education Faculty
Andrew Chipman	Classroom Teacher
Kathryn Beck	Other
Haleemeh Mikbel	Classroom Teacher



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	NDA					Explore - Math % of students at college readiness benchmark	NDA			



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	96.3					Misconducts Rate of Misconducts (any) per 100	2.1			

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	NDA					ISAT - Reading % of students exceeding state standards	NDA			
ISAT - Mathematics % of students meeting or exceeding state standards	NDA					ISAT - Mathematics % of students exceeding state standards	NDA			
ISAT - Science % of students meeting or exceeding state standards	NDA					ISAT - Science % of students exceeding state standards	NDA			



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		19.4	21.3	21.6	22.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	67.9	75.0	75.3	75.5
10th Grade - PLAN Average PLAN score		21.1	22.6	23.0	23.3	5-Year Graduation Rate % of students who have graduated within 5 years	92.2	93.0	93.3	93.5
11th Grade - ACT Average ACT score	23.4	21.4	23.9	24.3	24.6	College Enrollment % of graduates enrolled in college	79.8	82.0	83.0	84.0

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.7	1.7
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.7	1.6

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	97.0	97.1	97.2	Misconducts Rate of Misconducts (L4-6) per 100	2.1	2.1	2.0	1.9
Freshman On-Track % of Freshman Students on-track	90.7	91.0	91.2	91.5	Sophomore On-Track % of Sophomore students on track	89.6	89.9	90.0	90.1



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	87.8	88.0	88.2	88.4		PSAE Reading % of students exceeding state standards	15.3	15.6	15.8	16.3
PSAE Mathematics % of students meeting or exceeding state standards	90.0	90.2	90.4	90.5		PSAE Mathematics % of students exceeding state standards	7.1	7.4	7.7	8.0
PSAE Science % of students meeting or exceeding state standards	86.0	86.2	86.4	86.5		PSAE Science % of students exceeding state standards	10.6	10.9	11.1	11.4

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 ----->			4
	<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>Lane has established a clear and measurable goal of increasing EPAS growth (from Explore to PLAN and from PLAN to ACT) through schoolwide efforts, such as:</p> <ul style="list-style-type: none"> ACT Prep Courses before and after school (grades 10 & 11) Availability of ACT Online Prep (grades 9-12) "ACT Crash Course" Saturday before testing "ACT Week Live" focus on importance of PSAT Testing through core departments Explore and PLAN packets for teachers to use in classrooms Various student incentives (VIP Status, class appreciation breakfast, increased campus access, discounted tickets for school 	
	Principal Leadership ----->			4
	<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>The professional learning system includes:</p> <ul style="list-style-type: none"> Professional Development Communities (PDCs) Late-Start days for teacher collaboration Scheduled staff directed time during in-service days Partnership with Verizon Thinkfinity Partnerships with colleges and universities (IIT, UWSP, Northwestern) to provide professional development Opportunities for teachers to attend professional conferences (NCTM, NCTE, AP) Encourages teachers to be National Board Certified Teachers Supports internships for staff members seeking advanced degrees and certificates Ongoing support for Hewitt College and Career Center Parent Coffees; Grade-Level Specific Parent Information Nights; Parent Meet and Greets; FAFSA informational nights College/Career Night for parents and students Transition Fair for students with disabilities 	

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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>our teachers serve as leaders through the following opportunities:</p> <ul style="list-style-type: none"> • Professional Development Communities (PDCs) • Late-Start days for teacher collaboration • Scheduled staff directed time during in-service days • Partnership with Verizon Thinkfinity • Partnerships with colleges and universities (IIT, UWSP, Northwestern) to provide professional development • Opportunities for teachers to attend professional conferences (NCTM, NCTE, AP) • Encourages teachers to be National Board Certified Teachers • Supports internships for staff members seeking advanced degrees and certificates • Ongoing support for Hewitt College and Career Center • Parent Coffees; Grade-Level Specific Parent Information Nights; Parent Meet and Greets; FAFSA informational nights • College/Career Night for parents and students • Transition Fair for students with disabilities • GradeBook Parent Portal Training for Parents <p>- ILT Committee reviews data, plans school initiatives connected</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The current ILT team is comprised of members who contribute cross-curricular expertise and share a common interest in supporting students and teachers. The ILT (formerly Performance Management Committee) promotes school-wide goals through the following:</p> <ul style="list-style-type: none"> Instructional rounds Participation in network meetings Data analysis Freshmen-on-track program Professional Development presentations Development of supplemental curriculum and programs for core subjects related to EPAS Formulated school-wide interventions based on data Staff liaison to promote school goals School-wide alignment of CCSS Designed and presented professional development to promote literacy and differentiation in core and non-core subjects. 	
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>Data is regularly shared with staff at the beginning of the year and during PDCs (monthly professional development communities), but is not generally available at the teacher level. Analysis is shared with relevant committees, such as Freshman on Track, and individual teachers and departments are sometimes debriefed on their particular scores, but there is a need for data to be provided at the teacher level in order to develop more targeted support. We have approached data through the following avenues:</p> <ul style="list-style-type: none"> Departmental quarterly assessment data to adjust curriculum 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>A teacher team has been formed for each course. The intended responsibilities of each team includes:</p> <ul style="list-style-type: none"> - Creating a year-long scope and sequence that supports the goals and objectives of the course as well as common assessments utilized for student evaluation of growth. - Infusing the CCSS into the content-based curricula - Creating common quarterly assessments aligned to CCSS - Selecting challenging instructional texts and supplemental materials - Differentiating curricula to accommodate all types of learners and course levels (Hon/Reg) -Additional support, both in the classroom and outside of the classroom, is provided for students with an IEP or 504 Plan. This support includes resource period(s) where students can receive individual and small group assistance and tutoring. 	
	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>Each course teacher uses the same instructional text (s). Teacher teams provide/recommend supplemental materials and additional teaching aids to promote student learning.</p> <p>Students enrolled in one of our low-incidence cluster programs (Autism or SPH) have a significantly modified and individualized curriculum that challenges each student at their level of cognitive ability. In addition to their academic subjects, each student is enrolled in adaptive P.E. All other students receiving specialized</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>Teachers regularly analyze student assessment data, both qualitative and quantitative, at all levels. We ensure that the following occurs:</p> <ul style="list-style-type: none"> · School wide EPAS data is available to all teachers · Standardized testing data is regularly analyzed with Professional Development Committees · Teachers in many departments receive and analyze results of departmental quarterly assessments at the classroom, teacher, and course levels · Teachers monitor student learning regularly through informal assessments, formal assessments, and common assessments · District assessments are taken during division <p>Teachers use a variety of assessment methods including:</p> <ul style="list-style-type: none"> · Daily warm-ups/bell ringers · Constructed response and multiple choice questions in homework, quizzes, writing prompts, and tests 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>Teachers voluntarily communicate learning objectives and relevance of the material and learning with students. Teachers regularly use formal and informal assessment techniques to engage students in complex tasks, monitor student progress, and check for understanding. Assessment techniques may include low- and high-level questioning to promote student thinking and understanding.</p> <ul style="list-style-type: none"> - Methods of instruction are teacher and student driven. - Formative assessment during instruction is teacher driven. - Instruction for students in our low incidence classrooms is significantly modified and aligned with the CCSS. 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<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>The school identifies students in need of intervention with the RtI process that begins with the teacher, includes guardians and counselors, and, if necessary, a referral to the Special Education department. teachers trigger the intervention process based on their day-in and day-out expertise with their students and as a result of their review of students' performance. Teachers utilize a standard RtI form that is reviewed by the guidance department to enlist student supports and begin the intervention process.</p> <p>Additionally, freshmen and sophomores are identified through the Freshmen and Sophomore On Track programs. Students attend individual and small-group meetings with counselors for additional support.</p> <p>- On the RtI form, teachers are given a list of suggested interventions.</p> <p>- The counselors, classroom teachers and administrators monitor this progress. Counselors and assigned one on one mentors</p>	
	----->			3
	Whole staff professional development			
Professional Learning	<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>Our staff is introduced to the focus of our professional development for the year during our initial Staff Development days. Reiteration of the school's goals and growth expectations are honed through the following channels:</p> <ul style="list-style-type: none"> Regularly scheduled Professional Development Committee meetings and departmental meetings during Late Start and other times that are provided Feedback through instructional rounds and collegial coaching Opportunities to attend professional conferences provided by NCTM, NCTE, NBCT, and CollegeBoard 	

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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>Teachers collaborate through formal meetings, informal conversations, and technology. This includes teacher-initiated weekly planning for certain course teams and school-initiated formal meetings. It also includes using GoogleDocs to modify curriculum and share lessons. Teachers focus on the following tasks:</p> <ul style="list-style-type: none"> - Some teachers analyze formative assessment data - Collaboration at the course, grade, and department level for alignment to CCSS standards and the incorporation of literacy into course outlines. -Counselors, behavior intervention specialists, and related teachers meet to discuss strategies for and the progress of students receiving intervention. -Our PM Committee team (ILT)includes teachers from all core subject areas and special education. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>The coaching process is implemented through formal and informal methods. The department chairs provide mentor teachers for newer teachers. Specific efforts include the following:</p> <ul style="list-style-type: none"> - Some departments have a coaching plan to help teachers give and receive constructive feedback that supports individual growth. - New teachers participate in a school-based orientation and have the option of working with a mentor. - Instructional Rounds were implemented on a limited basis. -Teachers are regularly observed by administrators and peers and are given feedback that promotes professional growth. Regular administrative observations occur twice a year as formal observations and quarterly as walkthroughs. - Teachers are encouraged and scheduled to visit interdepartmental and cross curricular classrooms to observe best practices 	

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 ----->			4
	<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>In addition to the new CCSS, our school thrives on promoting college-level rigor within our curricula. Our staff, administration, and community liasons support our college-driven atmosphere by encouraging the following:</p> <ul style="list-style-type: none"> -Staff encourages students to take honors and at least one AP class while at Lane Tech. -Teachers and counselors travel with students to visit colleges both in state and out of state. -Lane Tech alumni professionals come to the school each year to 	
	Relationships ----->			4
	<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>As a diverse school with a varied student population, we attempt to address their need for positive relationships through the following avenues:</p> <ul style="list-style-type: none"> -Students have division teachers who are usually with them for four years. -Students have a counselor assigned to them as a resource for college assistance and academic/emotional assistance as they progress through high school. -Students with IEPs have a service provider who supports them through four years of high school. -Students with low incidence disabilities interact with their 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Our school believes in educating students about expectations and when issues occur, we find appropriate and productive consequences to fit the infraction. Our success has been proven by the following evidence:</p> <ul style="list-style-type: none"> -Lane Tech's rate of misconduct was 2.1 per 100 incidences during the 2011 school year. -Students self-reported that they feel that Lane Tech is a safe and 	

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 ----->			4
	<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>Parents are provided school and classroom expectations for their student through the following:</p> <ul style="list-style-type: none"> -Parent/Teacher Conferences, Parent Portal Training, Impact and use of Email System, Counseling Office Parent Nights via grade level, Parent Coffee, All Call system for important announcements, FAFSA Night, Open Houses, Meet Your Teachers Day, and Grade Level Class Meetings -PTSO Meetings provide opportunities to communicate information to parents regarding school performance and plans for improvement, as well as other pertinent information surrounding school activities. 	
	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>Teachers and staff regularly engage in two-way communication with families through the following:</p> <p>IEP meetings, Progress Reports, Impact with grades posted online, Open Houses, Parent/Teacher Conferences, PTSO meetings, Parent Coffee, Meet Your Teachers day, Parent Connection Nights, FAFSA Night, College and Career Center, and movement through tiers as</p>	
Bonding ----->			4	
	<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>Parents are invited into our building at any time, but more formally for the following activities/events:</p> <p>PTSO, Open Houses, International Nights, school plays and musicals, sports events, Memorial Day Carnival, Parent Coffee, Science Fair, musical concerts i.e. Choir/Band/Orchestra, Meet Your Teachers Day, Parent Coffee, Freshman Connections, Parent Nights via grade level, class meetings, and LSC meetings, TASTE Celebration, Freshman Movie Nights, school dances via grade level, Alpha Program, Academic Decathlon, Debate Competitions, college tours, math competitions, ACT/PSAE Rally, and tutoring (after school and</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our staff provides intensive outreach to families of students with special needs through the following:</p> <ul style="list-style-type: none"> -Students with disabilities receive the services required for them as part of their IEP during school hours. -Students receive homebound services, as needed, when under a 	
	College & Career Exploration and election ----->			4
	<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>Career and college choices are embedded in our school's culture as evidenced by the following:</p> <ul style="list-style-type: none"> -Counselors provide college and career information to students during individual counseling sessions and student advisory periods in 	
Academic Planning ----->			4	
<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>All students meet with their individual counselor and/or homeroom teacher to discuss scheduling options and availabilities. Based upon personal interest, students may choose from 6 different curriculums: Liberal Arts and Sciences, Architecture, Technology, Business, Music, and Art. These classes may be taken at the Alpha, Honors, Regular, and/or AP levels.</p> <ul style="list-style-type: none"> -Lane Tech offers 30 AP courses. An AP fair is held annually for all students, in which teachers provide detailed information about the class. - In addition, all students take the PSAT exam, in which student 		
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>All Lane students including students in our low incidence classrooms are encouraged to participate in schoolwide events and activities, including clubs, cultural events, etc. With the diversity of our student body, we are privileged to host a plethora of activities</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The percentage of students attending a college or university is steadily increasing. We have promoted preparation, participation and performance in college assessments by:</p> <ul style="list-style-type: none"> -Offering more AP classes and growing the number of students enrolled in AP classes as well as the number of AP exams 	
	College & Career Admissions and Affordability ----->			4
	<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>Comprehensive information about college options and costs are provided through the following avenues:</p> <ul style="list-style-type: none"> -Our annual college fair in which over 200 colleges and universities are represented from throughout the nation. -College tours to selective colleges on the East and West coast, Historical Black Colleges and Universities, and various in-state college tours. -"Brown Bag" college lunches provide small group discussions on 	
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>The school's "Freshman On Track" committee directs policy that ensures students' effective transition into 9th grade. As a result of their initiatives and the expansion of after-school and Saturday tutoring opportunities, including longer hours for the school library, the number of 9th graders who are on track to graduate has increased in recent years from 81.0% to 87.3%.</p> <p>-Freshman with multiple failures are also identified and required to participate in our "Fresh Start" program to monitor their success</p>	

School Effectiveness Framework

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	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>Lane uses its SGSA funding to promote the following priorities:</p> <ul style="list-style-type: none"> - AP tutoring, core tutoring, college tours, technology for classrooms, supplemental teaching materials, ACT Prep classes, and school-specific programs such as International Days, Science Fairs, Transitional Fairs, Saturday tutoring, department needs, and clubs. -Several teachers apply for and receive grants through our Alumni Association, PTSO, and most commonly, Donors Choose. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>We assess our staffing needs during the spring and assess the success of various programs within our building in order to make hiring decisions.</p> <ul style="list-style-type: none"> -Our hiring practice includes a search for interested teachers with the ability to instruct gifted and college prep students. This includes assembling course/grade hiring teams which include at least two administrators and teacher representatives from the specific department for which we are hiring. -Candidates for our low incidence classrooms are screened to determine their level of commitment to and their expertise or experience in serving students with physical and cognitive disabilities. The Case Manager is included in all interviews for specialized services staff. 	
Use of Time ----->			3	
	<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>Our professional development schedule reflects our school goals of literacy, common core, and differentiation. This development occurs through the following initiatives:</p> <ul style="list-style-type: none"> -Monthly professional development communities meet to learn new material, examine/assess data, and gain resources to promote our school-wide goals. - Late Start Days are used for grade/course level teacher teams to 	

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

Lane's Mission Statement includes:

1. Providing curricular offerings that optimize the college preparatory experience of students
2. Establishing an environment where mutual respect and positive relationships exist between students and staff
3. Empowering students to accept responsibility for their learning
4. Building relationships with parents

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Support all freshman and sophomore students with a comprehensive system of interventions to keep all freshman and sophomore students on-track	Our freshman on-track rate increased from 81.0 to 87.3 in the previous SIPAAA cycle. By the end of the 2012-2014 CIWP cycle, the freshman on-track rate will increase to 91.5. The sophomore on-track rate is currently 89.6. By the end of the 2012-2014 CIWP cycle, the sophomore on-track rate will increase to 90.1. Our greatest growth occurs between sophomore and junior year. If we continue to provide resources and interventions between freshman and sophomore year, it will directly affect college readiness in each subsequent year.
2	Provide all students with a school-wide system of supports to ensure college readiness via increased EPAS growth from Explore to ACT	By setting EPAS benchmarks across grade levels, we can better measure and monitor growth, acquisition of skills, and student achievement. Currently our EPAS growth reflects greater gains from PLAN to ACT. We believe that by increasing growth from Explore to PLAN and PLAN to ACT, we will achieve our school-wide goal to optimize college readiness.
3	Cultivate a system of college readiness to better prepare and increase the percentage of graduates eligible to attend a 4-year Selective Enrollment College	Since our students are being provided a challenging and rigorous college preparatory curriculum, we believe our students are capable of succeeding at highly selective 4-year universities. With the added resources of the College and Career Center and a thriving AP program, the majority of graduates are better prepared to achieve and succeed. Our counselors provide extensive amounts of information regarding scholarships and proper college matches, so we believe our students are equipped with the necessary tools to attend and to help fund their college experience.

4	Integrate innovative educational technology into all classrooms and curriculum and provide technological resources throughout the building	Post-secondary institutions and professional settings assume students will have the knowledge and skills regarding current technology. Teachers and students need opportunities and training to incorporate cutting-edge technology into the classroom to excel in today's modern world. Using technology properly will increase student engagement, provide opportunities for differentiated instruction, and create a more effective and stimulating teaching and learning environment.
5	Support Academic Center students with a continuum of program services for gifted learner needs that facilitate the transition from middle school to high school, develop executive functioning skills, and increase ISAT assessment performance.	The 2011-2012 school year was the Academic Center's inaugural year, which serves as a benchmark for the 2012-2014 CIWP Improvement Work Plan. Our gifted Academic Center students are provided with challenging and meaningful curriculum, 1-2 years advanced, which we believe provides students with the knowledge and skills to achieve and succeed. The incorporation of transition services and executive functioning strategies, ensure students are better prepared to achieve and succeed. By the end of the 2012-2014 CIWP cycle, all Academic Center students will meet and exceed ISAT standards and increasing growth of scores from year to year will be evident.



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
Support all freshman and sophomore students with a comprehensive system of interventions to keep all freshman and sophomore students on-track	Our freshman on-track rate increased from 81.0 to 87.3 in the previous SIPAAA cycle. By the end of the 2012-2014 CIWP cycle, the freshman on-track rate will increase to 91.5. The sophomore on-track rate is currently 89.6. By the end of the 2012-2014 CIWP cycle, the sophomore on-track rate will increase to 90.1. Our greatest growth occurs between sophomore and junior year. If we continue to provide resources and interventions

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Support STARS Mentoring Program	ILT/ Teacher Teams	All	Lori Dulberg	Summer 2012	Quarter 4		
One-on-one counselor/mentors	ILT/ Teacher Teams	All	Joanne Coorlas	Quarter 1	On-going		
Support Before- and After-School, Lunch, and Saturday Tutoring	After School/ Extended Day	All	Christopher Dignam	Quarter 1	Quarter 4		
English Writing and Technology Lab	After School/ Extended Day	All	William Miceli	Quarter 1	Quarter 4		
Teacher collaboration during professional development	ILT/ Teacher Teams	All	Haleemah Mikbel	Quarter 1	Quarter 4		
Integrating rigorous texts and classroom resources aligned with CCSS in core and non-core classes	Instructional Materials	All	Edwina Thompson	Quarter 1	On-going		
Freshman and Sophomore ACT Week Live	Instructional Materials	All	Edwina Thompson	Quarter 3	Quarter 4		
Support for sharing best practices and collegial coaching programs	Professional Development	All	Annie Rice	Quarter 1	Quarter 4		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide all students with a school-wide system of supports to ensure college readiness via increased EPAS growth from Explore to ACT	By setting EPAS benchmarks across grade levels, we can better measure and monitor growth, acquisition of skills, and student achievement. Currently our EPAS growth reflects greater gains from PLAN to ACT. We believe that by increasing growth from Explore to PLAN and PLAN to ACT, we will achieve our school-wide goal to optimize college readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ACT Prep Classes	ILT/ Teacher Teams	All	Josh Jeon	Quarter 3	Quarter 4		
ACT Prep Courses for students with special needs	ILT/ Teacher Teams	All	Kelley Rothenberg	Quarter 3	Quarter 4		
ACT Prep Online student access for all grade levels	Equipment/ Technology	All	Edwina Thompson	Quarter 1	On-going		
ACT Prep Tutoring	ILT/ Teacher Teams	All	Josh Jeon	Quarter 3	Quarter 4		
Pre-ACT Prep Classes	ILT/ Teacher Teams	All	Josh Jeon	Quarter 1	Quarter 4		
Explore/PLAN/ACT Results Analysis Advisory	ILT/ Teacher Teams	All	Edwina Thompson	Quarter 1	Quarter 4		
Principal Meetings with At-Risk Students	Other	All	Christopher Dignam	On-going	On-going		
At-Risk Tutoring for Explore/Plan/ACT	After School/ Extended Day	Students With Disabilities	Kelley Rothenberg	Quarter 1	Quarter 4		
Counselor and ILT Meetings with at-risk students	Other	All	Joanne Coorlas	On-going	On-going		



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
Cultivate a system of college readiness to better prepare and increase the percentage of graduates eligible to attend a 4-year Selective Enrollment College	Since our students are being provided a challenging and rigorous college preparatory curriculum, we believe our students are capable of succeeding at highly selective 4-year universities. With the added resources of the College and Career Center and a thriving AP program, the majority of graduates are better prepared to achieve and succeed. Our counselors provide extensive amounts of information regarding scholarships and proper

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
College Night	After School/ Extended Day	All	Joanne Coorlas	Quarter 2	Quarter 3		
Implement College Readiness Standards into the curriculum	Instruction	All	Edwina Thompson	Quarter 1	Quarter 4		
Extend hours of College and Career Center for greater capacity to counsel students	Staffing	All	Cynthia Fuerte	Quarter 1	Quarter 4		
FAFSA Workshop	Staffing	All	Joanne Coorlas	Quarter 1	Quarter 4		
Grade-specific Parent Information Nights	Other	All	Joanne Coorlas	Quarter 1	Quarter 4		
College Visits and Tours	Other	All	Cindy Sanders	Quarter 1	Quarter 4		
AP Conference and Institute for Teachers	Professional Development	All	Christopher Dignam	Summer 2012	Summer 2013		
Pre-AP and AP Teacher Workshops	Professional Development	All	Christopher Dignam	Summer 2012	Summer 2013		
Increase AP Course offerings	Staffing	All	Christopher Dignam	Quarter 1	On-going		
Provide additional support for students with special needs	After School/ Extended Day	Students With Disabilities	Kelley Rothenberg	Quarter 1	On-going		



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
Integrate innovative educational technology into all classrooms and curriculum and provide technological resources throughout the building	Post-secondary institutions and professional settings assume students will have the knowledge and skills regarding current technology. Teachers and students need opportunities and training to incorporate cutting-edge technology into the classroom to excel in today's modern world. Using technology properly will increase student engagement, provide opportunities for differentiated instruction, and create a more effective and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Integrate technology into all classrooms and curriculum	Equipment/Technology	All	Christopher Dignam	On-going	On-going		
Provide technological resources throughout the building	Equipment/Technology	All	William Micelli	Quarter 1	On-going		
Interactive Center	Equipment/Technology	All	William Micelli	Quarter 1	Quarter 4		
Creation of online programming and scheduling	Equipment/Technology	All	Christine Gonzales	Quarter 1	On-going		
Professional development and funding for departmental web design and maintainence	Professional Development	All	Josh Jeon	Quarter 1	Quarter 4		
Improve wireless technology in the building	Equipment/Technology	All	William Micelli	Quarter 1	Quarter 4		
Student Response Systems in every classroom	Equipment/Technology	All	Christopher Dignam	Quarter 1	Quarter 4		
Provide professional development for use of Google Apps for Education	Professional Development	All	Josh Jeon	Quarter 1	Quarter 4		
SMART Boards, HDMI-capable LCD projectors, AppleTVs, iPads, and ELMO Document Cameras	Equipment/Technology	All	William Micelli	Quarter 1	Quarter 4		
TI Technology in Math and Science Classrooms and Curriculum	Equipment/Technology	All	Josh Jeon	Quarter 1	Quarter 4		
STEM Multipurpose Lab	Equipment/Technology	All	Kevin Kopack	Summer 2012	On-going		
Aquaponics Program	Instruction	All	Kevin Kopack	Summer 2012	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
Support Academic Center students with a continuum of program services for gifted learner needs that facilitate the transition from middle school to high school, develop executive functioning skills, and increase ISAT assessment performance.	The 2011-2012 school year was the Academic Center's inaugural year, which serves as a benchmark for the 2012-2014 CIWP Improvement Work Plan. Our gifted Academic Center students are provided with challenging and meaningful curriculum, 1-2 years advanced, which we believe provides students with the knowledge and skills to achieve and succeed. The incorporation of transition services and executive functioning strategies, ensure

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
LTAC Intervention Program	After School/ Extended Day	All	Kathryn Beck	On-going	On-going		
Support ACES Mentoring Program	Other	All	Lori Dulberg	Quarter 1	Quarter 4		
LTAC Parent Team	Parental Involvement	All	Kathryn Beck	On-going	On-going		
Gifted Committee	ILT/ Teacher Teams	All	Cristen Lain	Quarter 1	Quarter 4		
LTAC Summer Orientation	Other	All	Kathryn Beck	Summer 2012	Summer 2013		
LTAC Teacher Training	Professional Development	All	Kathryn Beck	Summer 2012	Summer 2013		
LTAC Resource Lab	Equipment/ Technology	All	Kathryn Beck	Quarter 1	Quarter 4		
Study Island Online student access	Equipment/ Technology	All	Cristen Lain	Quarter 1	Quarter 4		
ISAT Science Coach Prep Book	Instructional Materials	All	Emily Irwin	Quarter 1	Quarter 4		
Algebra Exit Exam Prep Packets	Instructional Materials	All	Lauren Jencius	Quarter 1	Quarter 4		
Provide up-to-date gifted education professional development for LTAC teachers	Professional Development	All	Kathryn Beck	Quarter 1	Quarter 4		
Gifted Education Seminar for all teachers	Professional Development	All	Kathryn Beck	Quarter 1	Quarter 4		



Strategic Priority 5
