



### Morgan Park High School

Far South Side High School Network  
1744 W Pryor Ave Chicago, IL 60643  
ISBE ID: 150162990250031  
School ID: 609725  
Oracle ID: 46251



### Mission Statement

Morgan Park strives to prepare students for higher education and career opportunities through a rigorous and diverse curriculum that supports the academic, social, and emotional needs of all students.

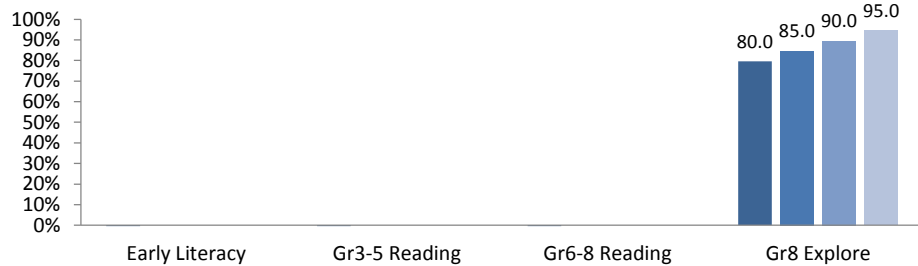
### Strategic Priorities

1. Provide instruction enabling students to write argumentatively, supporting claims with evidence from a variety of textual resources
2. Improve conditions for ILT team success by increasing coaching capacity through professional readings, by creating and requiring the involvement of each team member on committees, and by establishing the use of protocols.
3. Provide tiered reading and mathematics interventions to students performing below school expectations.
4. Implement a research-based disciplinary RTI strategies such as CHAMPS or Discipline in the Secondary Classroom (DSC) for students whose behavior as recorded in Verify or identified by staff deems it necessary
- 5.

### School Performance Goals

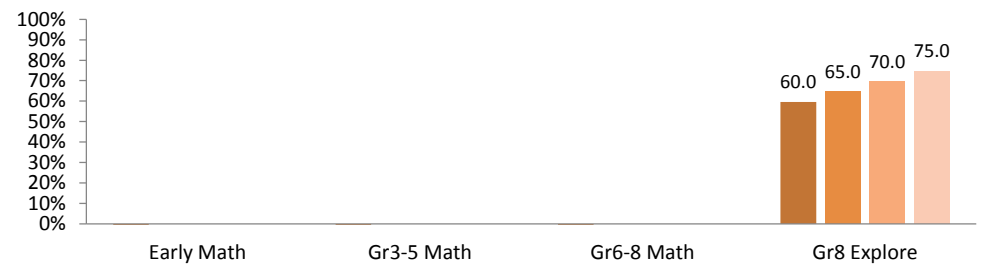
#### Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

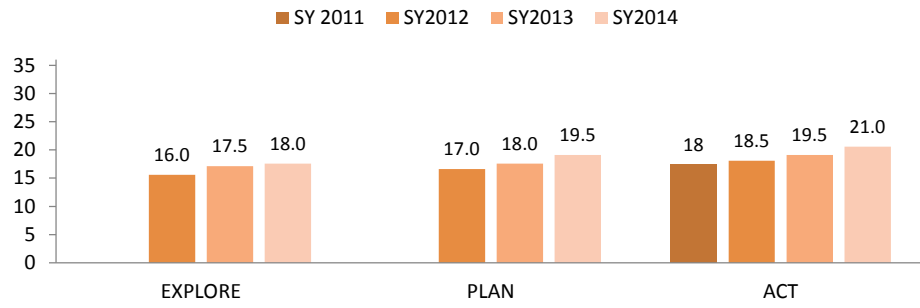


#### Math Performance Goals

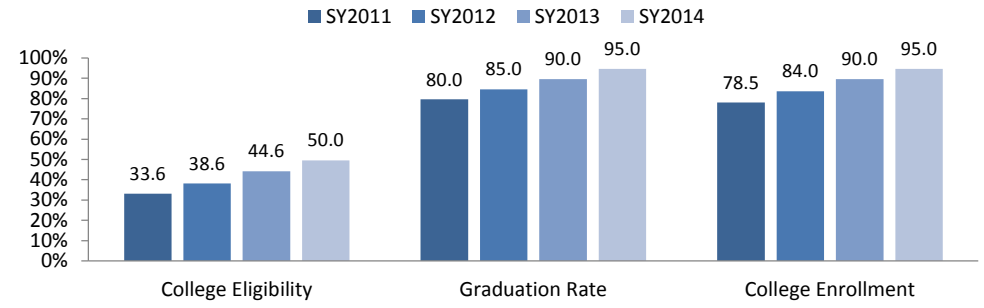
■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



### EPAS Goals



### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Morgan Park High School

## Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Tennial, Gail	Other
Powell, Amy	Classroom Teacher
McCottrell, Marilyn	Classroom Teacher
Bryant, Laurie	Classroom Teacher
Moore, Gerald	Assessment/Data Faculty
Gipson, Angela	Special Education Faculty
Hanes, Adriane	Counselor/Case Manager
Robertson, La Tanya	Assistant Principal
Nocentelli, Rhonda	Other
Jackson, Syreeta	Support Staff
Mullooly, Steven	Classroom Teacher
Henley, Harmony	Support Staff

## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA					<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	80.0	85.0	90.0	95.0		<b>Explore - Math</b> % of students at college readiness benchmark	60.0	65.0	70.0	75.0

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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	84.2				<b>Misconducts</b> Rate of Misconducts (any) per 100	11.1			

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0	<b>ISAT - Reading</b> % of students exceeding state standards	38.2	45.0	50.0	55.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	98.7	99.5	100.0	100.0	<b>ISAT - Mathematics</b> % of students exceeding state standards	52.0	55.0	60.0	65.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	97.7	98.5	99.5	100.0	<b>ISAT - Science</b> % of students exceeding state standards	18.2	25.0	35.0	45.0

## High School Goal Setting

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

## 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
	<b>9th Grade - EXPLORE</b> Average EXPLORE score		14.6	16.0	17.5		18.0	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	33.6	38.6
<b>10th Grade - PLAN</b> Average PLAN score		16.1	17.0	18.0	19.5	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	80.0	85.0	90.0	95.0
<b>11th Grade - ACT</b> Average ACT score	17.8	16.4	18.5	19.5	21.0	<b>College Enrollment</b> % of graduates enrolled in college	78.5	84.0	90.0	95.0

## EPAS Growth

	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	2.5	3.0

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
	<b>Attendance Rate</b> Average daily attendance rate	84.2	87.0	90.0		92.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	11.1	9.0
<b>Freshman On-Track</b> % of Freshman Students on-track	73.3	76.0	80.0	85.0	<b>Sophomore On-Track</b> % of Sophomore students on track	76.5	80.0	83.0	87.0

## High School Goal Setting

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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	38.1	43.1	48.1	53.1	<b>PSAE Reading</b> % of students exceeding state standards	3.8	6.3	8.8	11.3
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	34.3	39.3	44.3	49.3	<b>PSAE Mathematics</b> % of students exceeding state standards	0.3	2.8	5.3	7.8
<b>PSAE Science</b> % of students meeting or exceeding state standards	25.6	30.6	35.6	40.6	<b>PSAE Science</b> % of students exceeding state standards	0.3	2.8	5.3	7.8

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The school worked collaboratively to set goals for student achievement in the early portion of the school year. The school decided, with input from a variety of stakeholders, to increase the percent of students who meet or exceed on PS&amp;E Reading by 5%. Though the school created a plan to target key literacy skills in all content areas, the instructional focus may have been too broad in order to monitor and measure student achievement throughout the year.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The school sends out mailings twice a quarter regarding key dates and events. The Principal makes sure that phone blasts are made regularly to announce important events that require parental support. Less than half of the classrooms in the building have college posters or evidence of content area connection to college and career paths. Professional development is driven by district and local expectations. Each whole-staff professional development has been tied to instruction, and presented information has been used by teacher course team members to shape instruction and assessment. The administrative team has conducted two formal evaluations along with at least one informal observation for each teacher. Each observation has been followed by a post observation conference to discuss effectiveness of instructional strategies.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>-Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>The school's administration consistently encourages teachers to participate in on-going professional development. For example, six teachers participated in Advanced Placement training for the two-fold purpose of a more rigorous curriculum and to improve AP exam pass rates. However, teachers who have attended a variety of outside professional development have rarely shared what they have learned with their teacher colleagues. The Instructional Leadership Team meets bi-weekly; however communication of the team's decisions and efforts have been sporadic at best.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>2</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT is comprised of 15 members that includes department chairs, classroom teachers, speciality program coordinators, counselors, the college and career coach, the Culture of Calm coordinator, and the dean. The team meets regularly to analyze student performance data. Unfortunately, not all members participate equally or regularly. Many members have multiple school responsibilities (i.e. coaching) that prevent them from attending key meetings. The ILT has organized some professional development activities. They partially created the agenda for one PD session. They also facilitated a 15-minute portion of a staff development workshop regarding the Targeted Instructional Area.</p>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>The team looks at common assessment student performance data regularly. Due to the sporadic scheduling of interim assessments this year, the team has only been able to look at aggregate sets of interim data twice.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	Each spring teacher course teams meet to develop curriculum planning documents such as pacing calendars and unit plans for the upcoming school year. These documents are revisited and modified quarterly in order to meet the needs of all students and to reflect changes made to instruction due to common summative and interim assessments given throughout the year. The teams could do a better at differentiating these plans to meet the needs of all learners.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Course teams meet twice a week to discuss core instruction. Teachers across courses use the same textbook or common course team-created materials which are aligned with College Readiness Standards. Each team has a special education instructor who helps to modify and find materials to help students with disabilities meet content level mastery. Very few courses if any have aligned their course content and instruction to the CCSS.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Course teams are required to create common summative assessments that are given at 5 week intervals. These assessments are created by course team members, vetted by other department members, and given to students. The assessment results are reviewed during common planning time, and action plans are created during course team meetings. The assessment results are used to shape action plans targeted at specific skills with which students continue to struggle. The school gives required interim assessments to the relevant student groups. The exam data is shared with teachers and the Instructional Leadership Team. This data is also used to shape teacher's action plans. Course teams regularly monitor student progress in attaining targeted skills with formative assessments throughout an instructional cycle.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers are required to post daily learning objectives in the classroom. However, at best 50% of the teaching staff communicates the objective throughout the lesson and ensures that students are aware of and understand the daily learning objective. Data received from course team walkthroughs and administrative observations reveal teacher questioning is at a very basic and knowledge-based level. There seems to be little to no evidence of critical thinking. Instructional delivery by class varies. There has been an increase in the number of teachers who report using more collaborative learning techniques.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>The school has no real tiered intervention system that is strategic in it's approach to meeting students' needs. In the past, skill based tutorials were used to help students gain mastery in content related skills. However, it's implementation and efficacy are questionable at this time due to the lack of monitoring.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>The whole-staff professional development is tightly aligned to the school's priorities and typically designed by the school's instructional leadership team. Each staff development day from Quarter 2 through Quarter 4 has included sessions focused on Common Core State Standards. The team has sporadically solicited teacher feedback. Surveys have been used to gauge teacher knowledge level of Common Core State Standards in order to guide future professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teacher teams meet twice a week in order to create formative assessments, curriculum maps, and to develop unit plans. Teachers collect and analyze student growth data and create action plans in order to monitor student progress on targeted skills. Each core course team contains a special education teacher in order to discuss accommodations and modifications. Teams could use more protocols during meetings and an expert support when appropriate.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>The school has implemented a weak instructional coaching model. Most coaching is given to new teachers who receive informal and formal feedback from administration at least 4 to 5 times a year. Formal support is given to new teachers through district sponsored induction. The school culture has not been open to peer observations, but teacher teams have tried this at least once this school year.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>The school host annual college weeks leading up to the Annual College Fair to facilitate discussions in class with classroom teachers. This week is more symbolic than substantive. The school should conduct more meaningful events and ensure that all staff members participate in college readiness effort.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students with disabilities are placed in their least restrictive environments. Few students are enrolled in all instructional classes . Two mentoring groups have been established in the school to improve peer to peer and adult to peer interactions as well as to improve conflict resolutions. Extracurricular activities are open to all students. Most sports teams are comprised of both general education students and students with disabilities.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	



### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>• School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>• Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The schools code of conduce focuses on restorative justice. Our peer jury initiative has been effective in reducing the number of in-school and out-of-school suspensions. As a further preventive measure seven more security cameras have been installed in areas of need.</p>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The school sends home correspondence regarding student performance every five weeks. Teachers update their gradebooks on a weekly basis so that parents can monitor their students progress. There have been limited opportunities for informal meetings with parents regarding student performance.</p>		
	<b>Ongoing communication</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Most teachers contact the homes of students on an ongoing basis regarding academic and behavioral concerns. Teachers are required to keep a parent contact log which documents all correspondence. This is difficult for administration to monitor and may not be done as regularly as reported.</p>		
<b>Bonding</b> ----->				<b>2</b>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Though the school has a great focus on extracurricular activities, including well-attended Fine Arts Performances and exhibits as well as seasonal sports activities, the school fails to capitalize on this involvement.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Partnering with outside social services to conducted home visits for students who were struggling academically due to poor attendance.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	We create, duplicate and distribute to students and parents printed materials that advertise College and Career options. We conduct college and financial aid application workshops throughout he year. We hold a career and college week.	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Each student gets the opportunity to select their courses and discuss course options with their counselor. The school utilizes teachers by encouraging students to take more challenging courses, such as honors and advanced placement courses.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	The school has a number of different clubs and teams that allow students to find new interests, develop new talents, or hone their craft by participating in clubs and sports. Over half of the students report participating in our more than thirty-five different clubs and		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>The Post Secondary Education and Student Development department, along with selected staff, helps to plan and organize an annual college fair and scholarship workshop. This opportunities bring out more than 200 parents and students and over 75 college recruiting representatives. In addition to the onsite college fair, the</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>Senior Financial Aid night is held at the beginning of the school year to inform both the parents and students of the application process. This Night brought out thirty parents and was used to give parents information on the FAFSA and an opportunity to speak with the counseling department about class and grade requirements.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>World Language students begin their 9th grade year during the summer session by taking their first semester of Algebra I. In addition, all grades attend a summer orientation where they discuss upcoming expectations of their grade level and also complete required paperwork. Students could be made more aware of extracurricular activities which the school offers as well as those offered by community at large.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Spending is in alignment with identified needs and strategic priorities. This is evident through discretionary spending to support teacher teams, data analysis, and instructional planning. 11% of all discretionary funding is spent in the form of teacher extended day funds and are used to support instructional planning sessions and teacher team activity. 20.4% of all discretionary supply purchases are specific to data analysis purposes. Discretionary funding actively supports continuous improvement of instructional practices. This is evident via the 22% of discretionary spending toward professional development sessions and materials.</p>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is conducted shortly after vacancies occur. Hiring considerations include candidate certification and endorsements and school needs. The school uses a multi-step interview process when permissible which includes panel interviews and specifically developed questions.</p>	
<b>Use of Time</b> ----->			<b>2</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Each core course team spends at least two periods a week meeting in teacher collaboration teams during common planning time. Non-core course teams meet once a week after school. Individual teachers initiate interventions for struggling students.</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

Morgan Park strives to prepare students for higher education and career opportunities through a rigorous and diverse curriculum that supports the academic, social, and emotional needs of all students.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide instruction enabling students to write argumentatively, supporting claims with evidence from a variety of textual resources	On the School Effectiveness Framework (SEF), we scored ourselves a 1 in the use of standards-based performance assessments. An emphasis on evidence-based writing will allow students to concretely demonstrate their analytical reading and thinking, which is central to the CCSS and college/career readiness and success.
2	Improve conditions for ILT team success by increasing coaching capacity through professional readings, by creating and requiring the involvement of each team member on committees, and by establishing the use of protocols.	On the SEF, the ILT rated itself overall 2 with low scores in Equity of Voice and Use of Protocols as well as Coaching. We found that, "Several team members do not contribute to the meeting or do so in only superficial ways. Protocols are used superficially, if at all." By creating committees, requiring that each ILT member sits on a committee, and establishing the use of protocols, the ILT will assure equity of voice for each member. By engaging in professional readings the ILT can enhance its coaching capacity.
3	Provide tiered reading and mathematics interventions to students performing below school expectations.	On the SEF, in the area of Intervention we scored our school 1 "overall intervention is weak." By implementing a three tiered RTI plan, we will make sure that all students are able to read, comprehend, and apply mathematic skills at a level that will prepare them for college.
4	Implement a research-based disciplinary RTI strategies such as CHAMPS or Discipline in the Secondary Classroom (DSC) for students whose behavior as recorded in Verify or identified by staff deems it necessary	On the SEF, In the area of Behavior & Safety we scored our school "3". By implementing DSC behavior strategies, we will be able to improve the culture and climate of the school, while providing student-centered positive incentives.
5		



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide instruction enabling students to write argumentatively, supporting claims with evidence from a variety of textual resources	On the School Effectiveness Framework (SEF), we scored ourselves a 1 in the use of standards-based performance assessments. An emphasis on evidence-based writing will allow students to concretely demonstrate their analytical reading and thinking, which is central to the CCSS and college/career readiness and success.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a Literacy Team (perhaps an ILT committee) to develop rubrics and support teachers (e.g., by providing professional readings, instructional coaching, and general feedback).	ILT/ Teacher Teams	Not Applicable	ILT/Administration	Summer 2012	Summer 2012		
Develop a consistent academic vocabulary for writing for school-wide use.	ILT/ Teacher Teams	All	Literacy Team/Teacher Teams	Summer 2012	Summer 2012		
Develop a school-wide rubric for teachers to gauge the strength of their writing assessments.	ILT/ Teacher Teams	All	Literacy Team	Summer 2012	Summer 2012		
During the first five days of the school year (teacher PD days), professionally develop the staff on creating and evaluating high-quality, standards-based writing assessments, using developed rubrics.	ILT/ Teacher Teams	Not Applicable	Literacy Team	Quarter 1	Quarter 1		
TCTs will identify and share professional readings, teaching strategies, and writing prompts.	ILT/ Teacher Teams	Not Applicable	ILT/Literacy Team	Quarter 1	On-going		
Develop, evaluate, and implement at least one high-quality, standards-based writing assessment for the first quarter of the school year.	Instruction	All	Literacy Team/Teacher Teams	Quarter 1	On-going		
Plan and conduct calibration sessions with Literacy Team and TCTs to assess the strength of writing performance assessments	ILT/ Teacher Teams	All	Literacy Team/Teacher Teams	On-going	On-going		
Conduct learning walks with administration, ILT, and/or TCTs to monitor implementation of writing instruction.	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going	On-going		
Look at and evaluate student work to determine necessary corrective instruction.	Instruction	All	Teacher Teams	On-going	On-going		

**Strategic Priority 1**




### 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
Provide tiered reading and mathematics interventions to students performing below school expectations.	On the SEF, in the area of intervention we scored our school 1 "overall intervention is weak." By implementing a three tiered RTI plan, we will make sure that all students are able to read, comprehend, and apply mathematic skills at a level that will prepare them for college.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing RTI interventions aligned to Common Core State Standards delivered by teachers and other professionals to all faculty.	Professional Development	Not Applicable	Intervention Team, other professionals	Summer 2012	On-going		
Assessment of available resources including, but not limited to computers, software, textbooks, classroom availability, staffing needs, and enrichment activities.	Equipment/ Technology	All	Intervention Team	Summer 2012	On-going		
Conduct quarterly assessment of student performance , data based decision making, and the use of research based interventions	Instruction	All	Intervention Team	Quarter 1	On-going		
Quarterly communication with staff, parents, and community stakeholders regarding current status of RTI, developing plans for RTI, and opportunity for feedback.	LSC/ PAC/ PTA	All	Intervention Team	Summer 2012	On-going		
Conduct universal screening to identify or predict students who may be at risk for poor learning outcomes.	Equipment/ Technology	All	Intervention Team	Summer 2012	Quarter 1		
Quantify rate of improvement, response to intervention, and effectiveness of intervention.	Instruction	All	Intervention Team	Quarter 1	On-going		
Use screening and progress monitoring data to make quarterly decisions about instruction, movement within multilevel (tier) intervention system, and disability identification referral	ILT/ Teacher Teams	Other student group	Intervention Team	Quarter 1	On-going		
Conduct non-evaluative teacher observations to assess for clear standards for classroom behavior and efficient classroom routines that align to RTI interventions	Professional Development	All	Intervention Team, staff	Quarter 1	On-going		

Strategic Priority 3






**Strategic Priority 4**