



2012-2014 Continuous Improvement Work Plan

Carl Schurz High School

North-Northwest Side High School Network

3601 N Milwaukee Ave Chicago, IL 60641

ISBE ID: 150162990250036

School ID: 609729

Oracle ID: 46281



Mission Statement

Carl Schurz High School will provide supportive academic programs for all our students through the small learning communities model. Each course curriculum will incorporate varied instructional approaches that address diverse learning styles and support the social-emotional growth of our multicultural population. The educational environment will focus on the improvement of reading, writing, math and the integration of technology across all content areas. By involving all stakeholders in the learning process, Schurz High School will graduate students prepared to succeed in our global society.

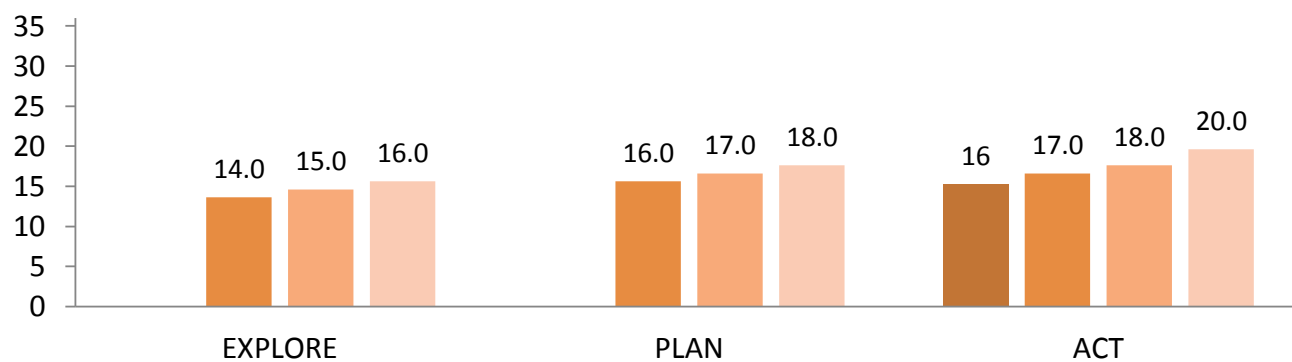
Strategic Priorities

1. Schurz High School will develop a High Quality CCSS Instruction and Assessment System aligned to rigorous, college readiness standards; Common Core standards were available.
2. Schurz High School will implement the REACH teacher evaluation and support system with fidelity, including targeted teacher professional development guide to build school-wide shared understanding of evaluation domains, the evaluation process, and to identify priority areas for teacher professional growth.
3. Schurz will implement the Full School Day plan with fidelity, including a sustained cycle of review, analysis and improvement.

School Performance Goals

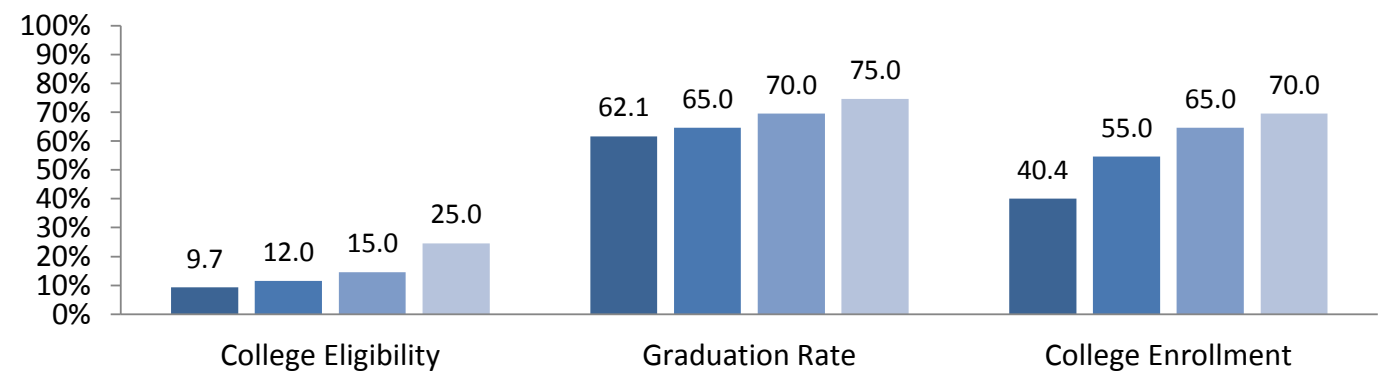
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Carl Schurz 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
Daniel Kramer	Principal
Vicky Hansen	Assistant Principal
Anthony Rodriguez	Assistant Principal
Deborah Neiman	Lead/ Resource Teacher
Maria Gonsiorek	Lead/ Resource Teacher
Susy Mekarski	Other
Neel Patel	Classroom Teacher
Katie Tosterud	Classroom Teacher
Olga Echeverry	ELL Teacher



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.6	14.0	15.0	16.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	9.7	12.0	15.0	25.0
10th Grade - PLAN Average PLAN score		14.4	16.0	17.0	18.0	5-Year Graduation Rate % of students who have graduated within 5 years	62.1	65.0	70.0	75.0
11th Grade - ACT Average ACT score	15.6	14.2	17.0	18.0	20.0	College Enrollment % of graduates enrolled in college	40.4	55.0	65.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	3.0	3.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	3.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	81.2	86.0	88.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	13.8	10.0	8.0	8.0
Freshman On-Track % of Freshman Students on-track	61.6	65.0	75.0	80.0	Sophomore On-Track % of Sophomore students on track	67.3	72.0	77.0	80.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	18.7	20.0	25.0	35.0		PSAE Reading % of students exceeding state standards	0.7	4.0	6.0	10.0
PSAE Mathematics % of students meeting or exceeding state standards	16.7	18.0	25.0	35.0		PSAE Mathematics % of students exceeding state standards	0.5	4.0	6.0	10.0
PSAE Science % of students meeting or exceeding state standards	16.2	18.0	25.0	35.0		PSAE Science % of students exceeding state standards	0.5	4.0	6.0	10.0

School Effectiveness Framework
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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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>The school has a plan of identified performance targets for growth. Through data analysis of Explore, PLAN and ACT data from fall 2011, students groups were identified for targeted skill development. The school has developed (implementation 2012-13) a system for teacher-development of common assessments aligned to CCSS and CRS, where applicable. Cycles of data analysis will facilitate teacher-to-teacher performance on common assessments to identify gaps in instruction and successes.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<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>Principal working with ILT determines calendar for professional development topics. Significant emphasis was placed this year on special education strategies. Schurz exited the ISBE special education audit after 10 years of probationary status. School has extended Network-provided professional development training back to teacher groups, i.e. DDI protocol with interim assessment data, Instructional rounds (only basic implementation to date), unpacking Common Core.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>Not every teacher plays a leadership role, but the majority do in one of the following positions: Dept. Chair, ILT member, Course team leader, LRE committee (special ed), PBIS committee, committee member (including FSD team, CIWP team, student discipline taskforce), Coach, Club leader, Union representative. Numerous opportunities for teacher leadership and policy input through topical ad hoc groups.</p> <p>Teacher feedback collected in numerous PD day agenda sessions, such as Full School Day plan, Small Learning Communities plan. CIWP input (ILT only)</p>	

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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 ILT has representatives from all academic Departments, as well as Special Ed, ESL/Bilingual, AVID, and Counseling. Sustained standing bimonthly meeting, often more. Principal sets professional development calendar and agenda (ILT will assume greater role in 2012-13) ILT has conducted two series of Instructional Rounds (basic implementation) ILT currently provides feedback more often focused on operational, programming and school management issues than instructional priorities. ILT focus for 2012-13 will be monitoring CIWP priorities - largely instructional.</p>	
Monitoring and adjusting ----->			2
<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 utilized primarily for intervention purposes (at risk indicators such as failure rate, attendance). Data from 3rd quarter interim assessments was utilized in DDI protocol (but only once, not sustained/cyclical) Data used in identifying general trends (EPAS, content area improvements), but not in-depth analysis to target classroom/teacher level performance Data utilized through GAINS reports to identify target groups for ACT preparation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>This year we have led Schurz teachers in the development of Essential Skills Tables based on the CCSS for English and Math, CRS for Social Science and Science, and Professional Learning standards for non-core areas. These tables list the 5-7 academic learning standards to be taught and assessed in in each course per quarter.</p> <p>In addition to these essential skills tables, we have been using common assessments with clearly identifiable standards-based questions to evaluate student mastery in relationship to standards. Accommodations have been created for these assessments for our English Language Learners and our students with IEPs.</p> <p>Teachers plan units common units of instruction during course team meetings which happen before or after the school day and during common planning meeting time.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each course offered at Schurz has a set of instructional materials that are aligned with either Illinois State Standards or College Readiness Standards. Several of our departments are reviewing new instructional materials aligned with Common Core State Standards.</p> <p>Majority of our instructional materials are supplemented, and/or modified to meet the needs of our Special Needs and Bilingual populations.</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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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>Currently Course Teams review common formative and summative assessment data, and it is readily available to administrators and the instructional leadership team.</p> <p>Our 9th grade English and Math teachers are using benchmark assessments based on the Common Core State Standards. These are administered at least one time a week.</p> <p>Teachers regularly use student work, writing tasks, timed essays, and content-specific performance tasks (i.e. lab procedures, primary source analysis, etc...) to assess student understanding of critical concepts and to assess student mastery of standards.</p> <p>All of our common assessments are modified for our students with Special Needs and translated for and our English Language Learners.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>2</p>
<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>As observed during classroom visits many , but not all, teachers clearly communicate learning objectives that consistently align to standards. Our Essential Skills work addresses this inconsistency.</p> <p>We have several teachers in each content-area who are skilled in differentiating instruction to meet a variety of student skill levels in their classrooms. School administrators have used these teachers and the practices as models in our instructional improvement work. Not all teachers have demonstrated proficiency in this yet.</p> <p>As with differentiation, we have several teachers in each content-area who understand the importance of questioning technique and use it in their classrooms. In these rooms, you will see a variety of questions ranging from comprehension to synthesis and evaluation.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Each one of our 2,300 students belongs to a small learning community through which a team of teachers can discuss academic and behavioral performance on a weekly basis.</p> <p>Through our SLC meetings, teams of teachers discuss students who are struggling in their classes and initiate intervention work. This begins with calls home, parent-teacher conferences, and mandatory after-school tutoring sessions.</p> <p>Students who are unsuccessful in these interventions and struggling with certain behaviors are referred to our Think First and Anger Coping small-group sessions facilitated by our counselors and school social worker.</p> <p>All incoming freshmen are scheduled for an additional English class to support in skill development. Similarly, freshmen who are performing below average in Math are scheduled for an Extended Algebra Class.</p>	

Professional Learning	Whole staff professional development ----->			2
	<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>Professional development scheduled at every PD day, primarily developed by Admin team, but with input and feedback of ILT.</p> <p>Due to large size of faculty, often begins with a full group presentation, followed with Departmental or course team level breakout works sessions. We have utilized topics presented in Network PD training throughout the year, including the DDI protocol and unpacking the Common Core.</p> <p>Focus for next year will REACH/Danielson framework. 1-3 target strategies will be identified by ILT for a quarterly focus. ILT-led Instructional Rounds will examine classroom evidence on the implementation of these target strategies.</p>	

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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>Extensive work was led by Admin this year in developing leadership, expectations and meeting protocols for course teams. Most course team developed common assessments, and in some cases, common unit plans, and compared results in course team meetings.</p> <p>Course teams met weekly.</p> <p>There was a wide range of success in course team meetings, from basic (some shared assessments and units), to typical (shared assessments, some discussion on student outcomes) to exemplary (real sharing of outcomes and strategies based on student performance data on shared assessments)</p> <p>Algebra benchmarking team was an exemplary team, and being used as a model for 2012-13.</p>	
	Instructional coaching ----->			1
	<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>Basic performance in this area – coaching is typically led by Department Chairs, but no formal process, expectations or calibration across Dept. Chairs.</p> <p>Some feedback to new teachers, but inconsistent.</p> <p>Some outside supports, i.e. New Teachers Network and TFA coaches.</p> <p>This is an area for improvement – hopeful REACH will provide a solid context for this work.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	What's Next Illinois College Inventory FAFSA 90% completion rate of graduating seniors 20 completed College Tours \$2.5 million dollars in Scholarships 3 FAFSA Parent Workshops	
	Relationships ----->			3
	<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. 	Small Learning Communities meet weekly to discuss student progress and inventions Implemented PBIS and Top Dog Student of the Month nominated by teachers. Monthly PBIS assemblies to build positive school culture Greater than 75% of special education student classes are in inclusion classes ELL support in academic support center All mailings are sent out in both Spanish and English. Parent meetings, Orientation, Graduation and Cafecitos are all inclusive of the Spanish language Exemplary post-secondary coach + CTE coordinator team DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification College Ambassadors group - Senior students leadership team organizing 'college-themed' social events to motivate students and celebrate college acceptances Two Gates Millenium scholarship winners among many success stories	
Behavior & Safety ----->			3	
	<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. 	Code of Conduct is followed utilizing a tier system of interventions and consequences. Teachers are in the hallways during passing periods to provide a culture of calm Tardy policy uniformly enforced which encourages positive student transitions Strict enforcement of school dress code to promote student safety Level 4-6 referrals were at a 4 year low in 2011-12	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	<ul style="list-style-type: none"> All District communications are delivered on a timely basis in both English and Spanish Principal and Administration team delivers all community and parent presentations in both English and Spanish Multiple post-secondary opportunity seminars and FAFSA support sessions offered throughout the year Principal hosted monthly Coffee with the Principal sessions for parent input on topics such as Full School Day and new CTE Academies School hosted two well attended community-at-large meetings to share on school progress and garner support for advanced academic programming Principal regularly attends neighborhood community organization and business association meetings Three alderman have visited for school tour and introduction of programs Musical concert series offered, with outreach to promote community attendance 	
	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. 	<ul style="list-style-type: none"> Monthly Principal/parent/community meetings to allow for teacher /parent communications and presentations Monthly BAC and NCLB PAC meetings and outreach to provide supports and student academic supports To provide for personal communication, multiple freshman orientation sessions are offered to our close to 800 incoming freshman students 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Schurz HS has been proactively putting systems in place to provide for multiple translation venues to accommodate our high Spanish speaking parent population Monthly Principal/parent/community meetings allow for communication Principal delivers all presentations in both English and Spanish Schurz HS provides various seminars in English and Spanish to offer supports for parents to help their students with academic supports 	

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

Typical School	Effective School	Evidence	Evaluation
Specialized support ----->			2
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Active communication with parents in our Low-Incidence program, on issues such as high school transitions Multiple students receiving homeschool resources due to temporary disabilities Active communication with three area group homes that send high-needs students to Schurz 	
College & Career Exploration and election ----->			3
<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. 	<ul style="list-style-type: none"> What's Next Illinois College Inventory FAFSA 90% completion rate of graduating seniors 20 completed College Tours \$2.5 million dollars in Scholarships 3 FAFSA Parent Workshops Exemplary post-secondary coach + CTE coordinator team DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification 	
Academic Planning ----->			2
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> What's Next Illinois Survey Student Senior Portfolio Completion Senior Teacher Mentor thru the Small Learning Community Program Summer Enrichment Program to promote student achievement Junior and Senior Seminar program to be offered 2012-13 through FSD, focused on college readiness and application process 	
Enrichment & Extracurricular Engagement ----->			3
<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. 	<ul style="list-style-type: none"> What's Next Illinois College Inventory FAFSA 90% completion rate of graduating seniors 20 completed College Tours \$2.5 million dollars in Scholarships 3 FAFSA Parent Workshops Exemplary post-secondary coach + CTE coordinator team DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification 	

6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<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. 	Students take CTE workplace readiness assessment. Beginning summer 2012, a pilot group will be tested in Compass to assess qualification for dual credit/dual enrollment partnership with Truman College.	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	What's Next Illinois College Inventory FAFSA 90% completion rate of graduating seniors 20 completed College Tours \$2.5 million dollars in Scholarships 3 FAFSA Parent Workshops Exemplary post-secondary coach + CTE coordinator team DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification College Ambassadors group - Senior students leadership team organizing 'college-themed' social events to motivate students and celebrate college acceptances Two Gates Millennium scholarship winners among many success stories	
Transitions ----->			1	
	<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. 	Transition planning has been basic. CTE programs (Finance and Automotive) conduct internships, job shadowing and interest surveys	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School budget and operations are frequently cited as exemplary by Business Service Center, audits, etc.</p> <p>All budgetary purchases are reviewed by Admin team</p> <p>New protocol piloted this year requiring all Department level purchases to be linked explicitly to academic goals, led by ILT members/Department Chairs.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>New protocol for teacher hiring in Spring of 2012 included a 'hiring day,' where teacher candidates were led through a teacher-team interview, an on-demand writing activity and a data analysis activity. Finalists were selected through this process and brought in for demo lessons. Success to date has been very strong – new teacher hires for 2012-13 are exemplary.</p> <p>Need to expand the model to ESP/PSRP level hires.</p>	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>FSD planning provided a first-of-its-kind opportunity to include a wide range of teachers and staff in programming decision making process. Collaborative team including 20+ Admin, faculty and staff participated in the process.</p> <p>Counselors and programmers are at times not dually consulted on student program changes – need to improve this process with appropriate approvals and hierarchical 'decision chain' to clarify the logic and priority of course and program changes for students.</p> <p>Teacher collaboration time has been challenging to program in a school of this scale. Admin plans for 2012-12 include 'protecting' the student early release time time for a sustained and documented series of monthly team meetings.</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

Carl Schurz High School will provide supportive academic programs for all our students through the small learning communities model. Each course curriculum will incorporate varied instructional approaches that address diverse learning styles and support the social-emotional growth of our multicultural population. The educational environment will focus on the improvement of reading, writing, math and the integration of technology across all content areas. By involving all stakeholders in the learning process, Schurz High School will graduate students prepared to succeed in our global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Schurz High School will develop a High Quality CCSS Instruction and Assessment System aligned to rigorous, college readiness standards; Common Core standards were available.	Schurz has had limited growth in standardized test performance over the past five years, averaging an ACT of 15.7. We are committed to aligning curriculum and assessment to more rigorous standards as seen in the Common Core (or in content areas where CCSS is not yet available, aligned to College readiness Standards) combined with scaffolded instruction to promote a greater rate of student growth. Teacher collaboration has been limited, and indicators such as My School My Voice point towards limited teacher collaboration towards these goals. To promote teacher-to-teacher sharing driven by student performance data, we are introducing the common assessment model piloted in Benchmarking school-wide through course teams.
2	Schurz High School will implement the REACH teacher evaluation and support system with fidelity, including targeted teacher professional development guide to build school-wide shared understanding of evaluation domains, the evaluation process, and to identify priority areas for teacher professional growth.	Teacher observation and feedback has followed traditional procedure, and often did not exceed 2 - 3 formal observations per year. The REACH program will distribute the observation cycle, while also adding significant depth in metrics with paired rubrics, an online reporting system, and tighter cycles of evaluation and feedback

3	Schurz will implement the Full School Day plan with fidelity, including a sustained cycle of review, analysis and improvement.	<p>Our students consistently enter at levels below state and antional averages, as evidenced by the typical Explore score of 13. Our plan to expand instructional minutes in core academic areasof math and English is focused on the need to accelerate student performance early in their high school experience as a means to move them at an increased rate into rigorous coursework, Honors and AP.</p> <p>In Grades 9-10 we will add 46 min daily additional instructional period in core academics for grades 9 and 10 to form block periods of both English and Algebra</p> <ul style="list-style-type: none"> • 9th grade - add block/additional period of Algebra (English is already blocked) • 10th grade - add block/additional period of English <p>In grades 11-12 we will add 46 min of daily advisory prep focused on ACT preparation, college readiness, tracing on-track for graduation, college application process and post-secondary goal setting.</p>
4		
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
Schurz High School will develop a High Quality CCSS Instruction and Assessment System aligned to rigorous, college readiness standards; Common Core standards were available.	Schurz has had limited growth in standardized test performance over the past five years, averaging an ACT of 15.7. We are committed to aligning curriculum and assessment to more rigorous standards as seen in the Common Core (or in content areas where CCSS is not yet available, aligned to College readiness Standards) combined with scaffolded instruction to promote a greater rate of student growth. Teacher collaboration has

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Vertical and Horizontal Alignment Tuning Session with CCSS Essential Skills charts develop during Q4 of SY2011-2012	Instruction	All	Administrators, Department Chairs, Course Team Leaders	Summer 2012	Summer 2012		School Administrators, Content-Area department chairpersons, and core academic course team leaders will meet to review the Essential Skills Tables developed at the end of the 2011-2012 school year. In particular, tables will be reviewed and adjusted to strengthen vertical alignment within content areas and horizontal alignment across content areas and within grade levels.
Curriculum Institute Planning Sessions	Instruction	All	Administrators, Department Chairs, Course Team Leaders	Summer 2012	Summer 2012		The ILT and content area instructional leaders will be meeting to prepare for the Carl Schurz Summer Curriculum institute scheduled for the 3rd week of August. During this planning meeting, the outcomes of the institute, logistics, and material preparation will be developed and finalized.
Schurz Summer Curriculum Institute	Instruction	All	Admin and ILT develop and lead Institute; full faculty participates in training	Summer 2012	Summer 2012		This Institute will kick-off our journey into strengthening our instructional core through using the Common Core State Standards to plan instructional units and lessons, and to design and administer common assessments. The primary outcomes of this institute will include common assessments for Semester 1 across all academic areas, and instructional material preparation for Q1



Strategic Priority 1

Full Staff PD on Common Core, Essential Skills, and Common Assessments	Instruction	All	Admin and ILT develop and lead professional development series; full faculty participates in training	Quarter 1	Quarter 1		During our Back To School Professional Development Sessions, administrators and department chairpersons will content teams of teachers in a deep-dive on the common core. English and Math will focus on Literacy and Numeracy Standards. All other content are are planned to focus on reading standards.
Development/ Tuning of Q1-Q2 Assessments and Instructional Materials	Instruction	All	Departments Chairs and Course Teams	Quarter 1	Quarter 1		During our Back To School PD, teachers will review the assessments and instructional materials developed during the Curriculum Institute and fine tune their alignment with Essential Skills tables.
Development/ Tuning of Q3-Q4 Assessments	Instruction	All	Departments Chairs and Course Teams	Quarter 2	Quarter 2		During our available PD time and restructured time on Wednesdays, teachers will review the assessments and instructional materials developed during the Curriculum Institute and fine tune their alignment with Essential Skills tables.
Analysis of 1st Quarter common assessment performance data	Instruction	All	Departments Chairs and Course Teams	Quarter 1	Quarter 2		Department Chairs and Course Team Leaders will lead their team members in an analysis of classroom level and course level data generated through our common assessments system. Outcomes of this analysis session are to include a summary of standards mastered, not mastered, and a reteaching/remediation plan
Analysis of 2nd Quarter common assessment performance data	Instruction	All	Departments Chairs and Course Teams	Quarter 2	Quarter 3		Department Chairs and Course Team Leaders will lead their team members in an analysis of classroom level and course level data generated through our common assessments system. Outcomes of this analysis session are to include a summary of standards mastered, not mastered, and a reteaching/remediation plan
Analysis of 3rd Quarter common assessment performance data	Instruction	All	Departments Chairs and Course Teams	Quarter 3	Quarter 4		Department Chairs and Course Team Leaders will lead their team members in an analysis of classroom level and course level data generated through our common assessments system. Outcomes of this analysis session are to include a summary of standards mastered, not mastered, and a reteaching/remediation plan

Strategic Priority 1

Analysis of 4th Quarter common assessment performance data	Instruction	All	Departments Chairs and Course Teams	Quarter 4	Summer 2013	Department Chairs and Course Team Leaders will lead their team members in an analysis of classroom level and course level data generated through our common assessments system. Outcomes of this analysis session will include a summary of student outcomes, plus intial thoughts on tweaks and revisions to Instructional materials and assessments to occur during the upcoming summer

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
Schurz High School will implement the REACH teacher evaluation and support system with fidelity, including targeted teacher professional development guide to build school-wide shared understanding of evaluation domains, the evaluation process, and to identify priority areas for teacher professional growth.	Teacher observation and feedback has followed traditional procedure, and often did not exceed 2 - 3 formal observations per year. The REACH program will distribute the observation cycle, while also adding significant depth in metrics with paired rubrics, an online reporting system, and tighter cycles of evaluation and feedback

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Summer ILT Leadership Development	ILT/ Teacher Teams	Not Applicable	Administration and core ILT plans	Summer 2012	Summer 2012		The ILT will plan the professional development calendar for 2012 utilizing the REACH framework to develop quarterly modules of focus. ILT will select 'targeted REACH strategies' from Domains 1 and 3 for these quarterly focus areas, and these will be the POP for LIT-led Instructional Rounds.
Teacher Institute REACH training	Instruction	Not Applicable	ILT	Summer 2012	Summer 2012		The ILT will lead a two day overview of REACH program and detailed launch to first quarter professional development focus during the summer teacher institute days prior to school open. The targeted REACH strategies will be the focus of in-depth work during Institute Days

Strategic Priority 2

ILT-led Instructional Rounds and data cycles	Instruction	Not Applicable	ILT + Admin	Quarter 1	Quarter 4	The ILT will utilize Instructional Rounds to collect data on the impact of professional development modules focused on REACH domains and utilizing REACH rubrics. ILT will collect data on school implementation of strategies presented in professional development modules and report back in ILT meetings for trend analysis and to identify priorities in ongoing professional development. Data analysis will operate at full school, Departmental and course team levels. The data cycle will happen quarterly, with a "public" sharing of trends related to targeted REACH strategies schoolwide. The sub-groups for data analysis will be Departments, each led by an ILT member. Groups will seek implications for their Department-based PD and instructional rounds in relation to progress on REACH target strategies.
Admin Instructional Rounds	Instruction	Not Applicable	Admin	Quarter 1	Quarter 4	Admin team will also utilize Instructional Rounds, but focus areas of analysis will extend beyond professional development topics. Initial rounds will be utilized to identify schoolwide priorities, and sub-group analysis can include issues of past concern: new teachers, special education co-teaching, benchmark levels of instructional rigor
Admin REACH Implementation	Instruction	Not Applicable	Admin	Quarter 1	Quarter 4	Administrators will pass certification training to implement REACH. They will be responsible to create data collection tools to identify schoolwide trends in areas of needed support to plan professional development.
Mid-year progress presentation	Instruction	Not Applicable	Admin + ILT	Quarter 2	Quarter 2	Administrators will present a mid-year review of REACH data. This analysis will help teacher identify where they are on the performance rubrics and to identify the areas of priority for development as they enter the second half of the year.



Strategic Priority 2

Third quarter evaluation reflection	Instruction	Not Applicable	Admin + ILT	Quarter 3	Quarter 3	Administrators will provide a report to the faculty and Local School Council that verifies the process integrity of the REACH implementation (all required observations and feedback sessions are being handled per guidelines, and observation data and instructional rounds are being utilized to inform professional development priorities).
End of year REACH implementation assessment and strategic planning	Instruction	Not Applicable	Admin	On-going	Quarter 4	Final REACH evaluations and student performance data utilized to plan development priorities for next year. The implementation of the REACH system will be evaluated, including opportunities for teacher feedback via surveys and focus groups. Feedback, student performance outcomes, and Administrator reflection will be incorporated into a strategic planning in updating CIWP and planning professional development for 2013-14.

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
Schurz will implement the Full School Day plan with fidelity, including a sustained cycle of review, analysis and improvement.	Our students consistently enter at levels below state and national averages, as evidenced by the typical Explore score of 13. Our plan to expand instructional minutes in core academic areas of math and English is focused on the need to accelerate student performance early in their high school experience as a means to move them at an increased rate into rigorous coursework, Honors and AP.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Seminar Curriculum Development	After School/ Extended Day	All	Seminar Coordinator, Seminar Teachers, College & Careers Office	Summer 2012	On-going		Course Outline & Syllabus - June 2012; Q1 Curriculum - August 2012; Q2 Curriculum - October 2012; Q3 Curriculum - December 2012; Q4 Curriculum - February 2013
Quarterly Progress Check-in with Students for Grades & Attendance with Teacher Mentor	Instruction	All	Seminar Teachers & Students	Quarter 1	Quarter 4		Graduation Progress Analysis, meetings with counselors, visits to the College and Career office
Exposure to Post-Secondary Options	Other	All	Seminar Coordinator, Seminar Teachers & Students	Quarter 1	Quarter 4		College Campus Visit, College & Career Panel with Alumni, Resume Writing, Interviewing Skills, What's Next Illinois, Identify 3-5 Colleges; Career Inventory
ACT Prep Program that includes individualized weekly lessons focusing in on English, Math, Science, and Reading skill development (PrepMe)	Instructional Materials	All	Seminar Teachers & Students	Quarter 1	Quarter 3		1st Semester - Weekly ACT Prep Session for Juniors; 3rd Quarter - After School Targeted ACT Prep Tutorials
Creating a Post-Secondary Plan that includes a personal statement, 3 college applications and a completed resume	Instructional Materials	All	Seminar Teachers, Post-Secondary Coach, CTE Coordinator, Seminar Coordinator, Students	Quarter 1	Quarter 2		Personal statements due October 15, 3-5 college applications due December 1st, Resumes due 3rd Quarter

Strategic Priority 3

Financial Literacy, FAFSA & Scholarships	Instructional Materials	All	Seminar Teachers, Post-Secondary Coach, CTE Coordinator, Seminar Coordinator, Students	Quarter 1	Quarter 3	FAFSA push January 1st, 3-5 scholarship applications by Spring Break, Parent workshops around financial literacy including free tax services & FAFSA completion
Quarterly Seminar Classroom Observations & Feedback	Professional Development	All	Administration	Quarter 1	On-going	Q1 - Seminar Expectations & Relationship Building; Q2 - Progress Monitoring of Seminar Tasks; Q3 - Completion of Progress Check In; Q4 - Curriculum Review & Assessment
Quarterly Review of Student Progress by Seminar Team	After School/ Extended Day	All	Seminar Teachers, Post-Secondary Coach, CTE Coordinator, Seminar Coordinator, Students	Quarter 1	On-going	Quarterly Review & Reflection Cycle - share feedback -reflect - develop curriculum
Student Service Learning/Civic Engagement so that Juniors will have completed 30 hours and Seniors will have completed 40 hours of service	After School/ Extended Day	All	Seminar Teachers, Students, Service Learning Coach	On-going	On-going	Multiple service learning opportunities for students; service learning opportunities posted on Schurz website and in student newsletter; target date for completion May 1st
Benchmarking expands to grades 9-10 in English and Math	Instruction	All	Admin, Department Chairs and selected teachers	Summer 2012	On-going	The benchmarking curriculum will be utilized in the 3 double period courses. Teachers are working in collaboration at course team level and with partner schools to develop CCSS aligned assessments.
Develop curriculum, instructional models and provide teacher support for Double period Algebra	Instruction	All	Admin, Department Chairs and selected teachers	Summer 2012	Summer 2012	Teachers will receive professional development on effective structure and strategies in block class periods. 8th grade Explore data will be utilized to create accelerated groups for a first semester Algebra, second semester Geometry program.
Develop curriculum, instructional models and provide teacher support for Double period English I and II	Instruction	All	Admin, Department Chairs and selected teachers	Summer 2012	Summer 2012	Teachers will receive professional development on effective structure and strategies in block class periods. Explore and PLAN data will be utilized to identify Honors section for a pre-AP accelerated track of Honors Literature



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

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

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

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps