



2012-2014 Continuous Improvement Work Plan

Friedrich W von Steuben Metropolitan Science HS

North-Northwest Side High School Network

5039 N Kimball Ave Chicago, IL 60625

ISBE ID: 150162990250046

School ID: 609737

Oracle ID: 47081



Mission Statement

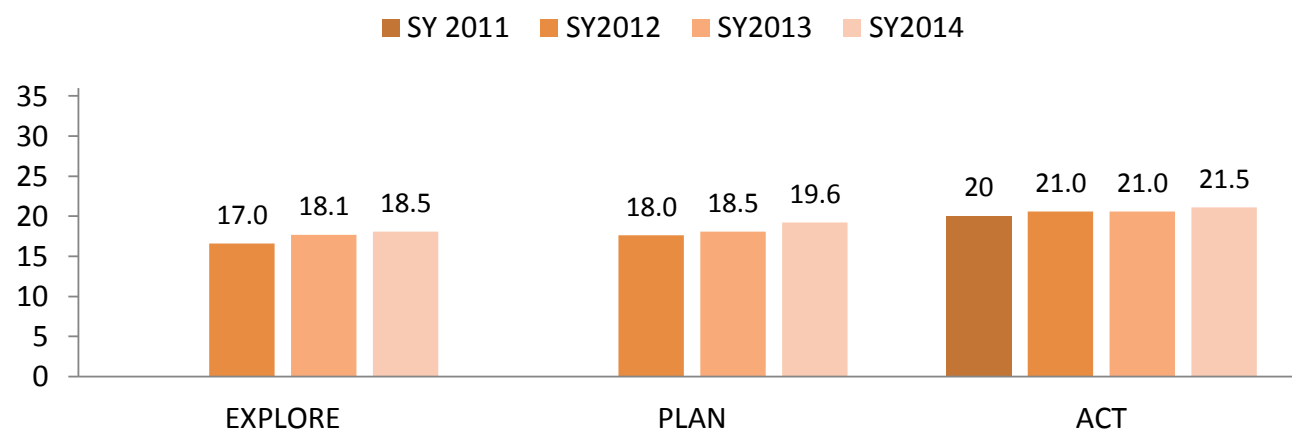
Mission: Our purpose is to prepare all students for an ever-changing cultural and technological world. We employ critical thinking approaches to teaching and learning. We collaborate across disciplines to design curriculum and deliver instruction to support student achievement at or above grade level. We insist on a culture of responsibility and opportunity for achievement built by all students, parents, teachers, staff, and administrators. The expectation of involvement, self-discipline, and mutual respect extends to all members of our school community.

Strategic Priorities

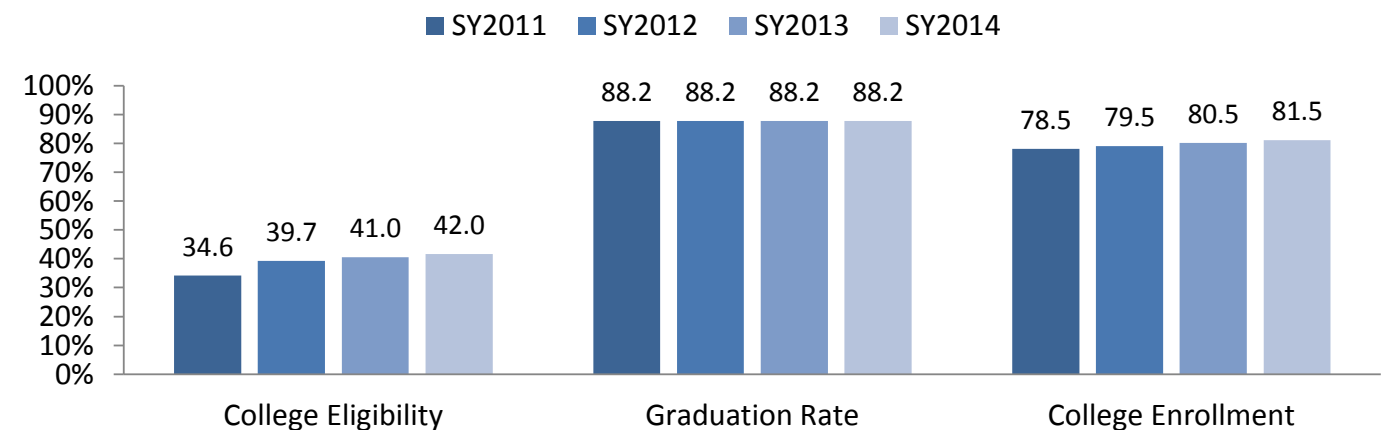
1. Common Core State Standards- Purpose: Use student performance data to determine what to explicitly and consistently teach. Teachers deliver Common Core aligned literacy instruction supported by high quality texts.
2. Framework for Teaching/REACH...Purpose: Having a highly conscious level of awareness of how we teach and how instructional choices impact student achievement (data team process)
3. Create a critical thinking environment through student enrichment, intervention and support and through strategic use of instructional minutes.

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





Continuous Improvement Work Plan

2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Friedrich W von Steuben Metropolitan Science HS

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
Margaret Sullivan	Classroom Teacher
Pedro Alonso	Principal
Mary Jo Arnashus	Classroom Teacher
Brian Tennison	Assistant Principal
Lauren Welsh	Assessment/Data Faculty
Jennifer Conway	Lead/ Resource Teacher
Michelle Klein	Classroom Teacher
Yvette Laboy	Counselor/Case Manager
Julie Nitz-Weiss	LSC Member
Ken Hilgendorf	Classroom Teacher
Steven Hutnick	Community Member
Scott Trinter	Assessment/Data Faculty



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		15.6	17.0	18.1	18.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	34.6	39.7	41.0	42.0
10th Grade - PLAN Average PLAN score		17.1	18.0	18.5	19.6	5-Year Graduation Rate % of students who have graduated within 5 years	88.2	88.2	88.2	88.2
11th Grade - ACT Average ACT score	20.4	17.6	21.0	21.0	21.5	College Enrollment % of graduates enrolled in college	78.5	79.5	80.5	81.5

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.0	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	87.0	87.5	88.0	88.5	Misconducts Rate of Misconducts (L4-6) per 100	4.0	3.5	3.0	3.0
Freshman On-Track % of Freshman Students on-track	76.8	77.5	78.0	78.5	Sophomore On-Track % of Sophomore students on track	84.2	85.0	85.5	86.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	55.8	57.0	57.5	58.0		PSAE Reading % of students exceeding state standards	5.0	5.5	6.0	6.5
PSAE Mathematics % of students meeting or exceeding state standards	63.1	64.0	67.0	69.0		PSAE Mathematics % of students exceeding state standards	2.9	3.0	3.1	3.2
PSAE Science % of students meeting or exceeding state standards	47.8	49.0	49.5	50.0		PSAE Science % of students exceeding state standards	2.7	3.0	3.1	3.2

School Effectiveness Framework

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DIMENSION 1: Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action ----->			3
<ul style="list-style-type: none">• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.• The school has a plan but may have too many competing priorities.	<ul style="list-style-type: none">• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.• The school has established a clear theory of action or strategic plan that outlines the school’s priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	regular teacher-led PD - demos of school goal-related instructional strategies . Majority of teachers - not all - invested in process of data-based planning . Most teachers contribute to school-wide success by sharing expertise and strengths (ILT, dept. and grade level chairs, freshman and sophomore success collaborative groups, after school tutors. Curriculum mapping completed for all departments based on CCSS and CRS. Learning Walks and observations to gather evidence of powerful teaching practice of Critical Thinking and Targeted Instructional Area. Quarterly interim assessments Course maps structured to ensure that students will be AP ready by senior year.	
Principal Leadership ----->			3
<ul style="list-style-type: none">• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.• Principal monitors instructional practice for teacher evaluations.• School-wide or class specific vision is not consistently focused on college and career readiness..• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	<ul style="list-style-type: none">• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.• Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal facilitates collaboration through common planning time for course teams. Expectations communicated to staff include Danielson Framework, local criteria through frequent classroom visits and supportive feedback. Regular vehicles for stakeholder input: PAC, PTSA, SC	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher is a member of at least one, often more than one, school team. Success of the teacher is determined in part by overall success of student body. (REACH)</p> <p>Teachers comprise the ILT, grade level and course teams, team instructional coaches, club sponsors, data team, union representatives, CIWP team RTI and Full School Day committees, Advance Placement vertical alignment committee, and the Reading Apprenticeship Team.</p> <p>Teachers from the building are recruited to present and demonstrate effective strategies that support school targeted areas such as Critical Thinking, CRS/CCSS, Reading and Explicit Instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT gathers and analyzes process and performance data (teachers and students) through school-wide learning walks, shares outcomes via course team leads to individual teachers. Need to improve reverse communication from teams to ILT - some current disconnects. ILT fosters sharing of best practices through faculty led PD on strategies that promote school priorities - i.e. critical thinking and CRS goal of 21</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>Course teams meet weekly to review progress toward benchmarks and goals. SMARTe goals established and adjusted as needed during course team meetings and communicated via team leads to ILT. Teams regularly complete item analysis and predictions for interim assessments.</p>	

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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
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. 	Year long scope and sequence maps aligned with CCSS and CRE for each department at every level. All depts and levels assess student growth using the same assessment, rubric and/or scoring guide.	
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). 	Each course team has a set weekly collaboration period where teachers look at student work and outcomes to identify appropriate instructional strategies and materials. Instructional materials are aligned to meet the instructional standards and learning objectives. Instructional materials are modified to meet the needs of students with disabilities as well students with varying language proficiency levels.	
Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey . While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.			

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<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>Student grades and interim performance accessible to faculty on CIM and Gradebook.</p> <p>Each course team utilizes the data team process : diagnostic, formative and summative assessments in a variety of assessment vehicles: objective tests, writing and other student work, and performance task.</p> <p>Mastery and reteaching determined via item analysis and student work analysis.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Learning Walk data indicate that on a regular basis most teachers communicate objectives to students. Teacher performance assessments are based on ability to communicate objectives, directions, procedures and the relevance of learning, although student input suggests that teachers need to more successfully establish task and learning objective relevance.</p> <p>There is ongoing PD in formative assessment of high and low level thinking and teacher questioning. ILT walkthroughs indicate that most teachers carefully sequence and align objectives toward mastery of standards.</p> <p>Course team common assessments and lesson plans ensure uniform rigor for all students</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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>Year long scope and sequence maps aligned with CCSS and CRE for each department at every level. All depts and levels assess student growth using the same assessment, rubric and/or scoring guide.</p> <p>Full day resources used to put in place interventions including small group instruction in core areas. Strategic placement of specialists according to greatest need.</p> <p>Relatively small gaps between ethnicities and SPED/Regular indicate some success in intervention and learning assistance - reading gap is large.</p> <p>Freshman and Sophomore success teams monitor on-track rates and guide interventions every five weeks.</p>	
Professional Learning	Whole staff professional development ----->			4
	<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>June-July administration focus on year-long PD schedule. Continuing PD focus to be on CCSS, Framework for teaching, Data team process.</p> <p>Effectiveness of PD measured by exit surveys and periodic interviews of Data Teams by administrative team members.</p> <p>Teachers share via course team leads and department chairs information, support and communication needs on a weekly basis. Teams meet weekly and team leads meet with ILT and admin representatives to discuss and plan PD and other teacher supports.</p>	

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DIMENSION 3: I

Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ----->			4
<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>All instructional planning is collaborative: common skills and objectives, assessments, scoring and grading of assessments by quarter, and by week.</p> <p>Special education and regular teacher teams meet regularly to review progress of special needs students to plan interventions that address learning difficulties.</p> <p>Teacher grade breakdown shared with staff at five week intervals to ground discussions about grading purpose and process, and identify learning and skill problem areas, and to emphasize teacher responsibility for student learning.</p> <p>Data team protocols followed in each team - all decisions rooted in student performance data.</p>	
Instructional coaching ----->			4
<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>Adminstration follows district procedure for communicating teacher expectations, conducts frequent formative observations for teachers, follows up with feedback directly related to teaching areas of strength and of those needing strength. Average 3 visits per year with follow-up conference.</p> <p>More frequent visitation for teachers who need more support.</p>	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Teachers implement daily lessons that are faithful to weekly, quarterly benchmarks and curriculum maps. They are designed according to rigorous student performance expectations.</p> <p>Explicit teaching of Standards of Critical thinking in classrooms reinforces the importance and relevance of what is taught.</p> <p>One School, One Voice Survey for every student - they are required to complete. Results data shared with staff and faculty as planning decisions are made.</p>	
	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. 	<p>One School One Voice data indicate that students see adults as advocate for them.</p> <p>Discipline referrals are currently under the 4 per week goal set at the year's start. Interactions between discipline staff and dean based on clearly established behavior-consequence models.</p> <p>Only 5% of school specials needs students are not enrolled in at least some general education classes. Special needs students are represented on all major clubs and activities at school: sports, music, advanced placement, student government.</p>	
	Behavior& Safety ----->			4
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Discipline referrals are currently under the 4 per week goal set at the year's start. Interactions between discipline staff and dean based on clearly established behavior-consequence models.</p> <p>School culture is extremely safe at Von Steuben. Only one physical altercation this entire year. Students respect each other's personal space and property.</p>	

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Typical School		Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>School provides multiple opportunities throughout the year for families to learn to navigate the grade portal.</p> <p>School community groups and student services providers facilitate communication with families about student performance on high stakes tests and student academic performance and its impact college and career options.</p> <p>All teachers distribute syllabi with scope and sequence in student and parent -friendly language.</p> <p>Counseling department and other student services organizations sponsor tours to area and midwestern colleges for upper class</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers complete weekly call logs of communication to families regarding student absences and grade concerns.</p> <p>School websites makes available to families teacher emails and phone extensions; teachers are expected to return communications as soon as possible.</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Principal anticipates needs of parents in supportive and leadership roles throughout the school, and engages professional staff to break down academic data so that it can be understood, discussed and acted upon.</p> <p>School is constantly recognizing the accomplishments of students through updated office marquis, website, PAC announcements, congratulatory emails, music and drama performances, ethnic performances, honors ceremonies and celebrations. A significant amount time and resources are devoted to celebrate and recognize student success here</p>	

School Effectiveness Framework

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

6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			4
	<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. 	School supports students and families in need of social support by investing in both in and out of school service providers. Albany Park Community center (Gear Up) and Youth Guidance, as well as in-school personnel (social worker, nurse, psychologist, case manager) work to bring together as many resources as possible in support of students.	
	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. 	School invests in Naviance, a web-based program to facilitate the process of student post-secondary planning. Counselors conduct training sessions on using naviance during orientations at the start of each year, and use it to track student progress and interests as they matriculate. Counselors sponsor multiple trips and college	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>All School curriculum is based on College Board and ACT recommendations to ensure that students will be successful in college, and is vertically aligned to maximize student success as they move toward graduation. All student assessments and products are measured against these standards.</p> <p>Students are encouraged to take Honors and AP courses in areas of strength, and teachers are strongly urged to recommend students for AP if they think the student would benefit and have a reasonable chance of success in a course of this rigor.</p>	
	Enrichment & Extracurricular Engagement ----->			4
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	School offers competitive sports programs (all IHSA sports except boys football and girls tennis) a competitive band and choral program, ethnic and other various interests clubs, NHS, academic decathlon, debate, math and science teams, Student Council.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>All students will graduate with a WorkKeys Career Readiness Certificate, recognized by hundreds of employers state and nation - wide. School will facilitate and fund this test which complements the PSAE WorkKeys assessment.</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>School provides periodic seminars for parents in the cost and financing of college.</p> <p>School requires and tracks submission of FAFSA for each senior, offers individual help on FAFSA completion through mailings to families, conducts in-school information sessions for students.</p>	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>School works in grade level success collaborations to identify students not successfully making the transition to high school and put appropriate interventions in place.</p> <p>School funds after school recovery courses to help students stay on track to graduate.</p> <p>School uses community resources (Gear Up and Youth Guidance) to provide learning and social-emotional support)</p>	

School Effectiveness Framework

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

DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources ----->			4
<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 allocates discretionary spending to align with identified needs and strategic priorities.</p> <p>School obtained outside funding to support literacy and reading initiative from NRC, and fromthe Albany Park Community Center which supports students with tutoring.</p>	
Building a Team ----->			4
<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>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</p> <p>School works to build a pool of potential staff members through internships.</p> <p>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</p>	
Use of Time ----->			4
<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>School schedule allows for regular, meaningful collaboration in teacher teams.</p> <p>Struggling students receive structured intervenion in dedicated blocks at the end of the new full day schedule.</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

Mission: Our purpose is to prepare all students for an ever-changing cultural and technological world. We employ critical thinking approaches to teaching and learning. We collaborate across disciplines to design curriculum and deliver instruction to support student achievement at or above grade level. We insist on a culture of responsibility and opportunity for achievement built by all students, parents, teachers, staff, and administrators. The expectation of involvement, self-discipline, and mutual respect extends to all members of our school community.

Vision: We envision a school that fosters a culture of achievement built on critical thinking. Our graduates will succeed in and contribute to a competitive and ever-changing world.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Common Core State Standards- Purpose: Use student performance data to determine what to explicitly and consistently teach. Teachers deliver Common Core aligned literacy instruction supported by high quality texts.	Teachers need to collaborate to align curriculum (70% non-fiction reading) to the common core standards. Literacy and Math skills can increase such that 80% will meet or exceed expected gains targets (EPAS)
2	Framework for Teaching/REACH...Purpose: Having a highly conscious level of awareness of how we teach and how instructional choices impact student achievement (data team process) Support and provide collaboration time for teachers to effectively implement the Framework for Teaching	Classroom instruction must become more explicit and measurable outcome-based to achieve results in student ownership of learning and increase on-track for graduation rate, student GPA, and students graduating in five years.
3	Create a critical thinking environment through student enrichment, intervention and support and through strategic use of instructional minutes.	Increased student achievement requires personal accountability for learning and quality teacher-student interactions. Students must develop critical thinking habits to be accountable for attendance, student work, GPA, and postsecondary and career goals.
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
Common Core State Standards- Purpose: Use student performance data to determine what to explicitly and consistently teach. Teachers deliver Common Core aligned literacy instruction supported by high quality texts.	Teachers need to collaborate to align curriculum (70% non-fiction reading) to the common core standards. Literacy and Math skills can increase such that 80% will meet or exceed expected gains targets (EPAS)

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase academic success in chem/physics courses by providing students with basic technology needed to apply math skills in a science classrooms.	Equipment/Technology	All	Arnashus/Roden	Quarter 1	Quarter 4		
Decrease freshman failure in science/math courses by providing remediation of skill gaps in the following areas: locating information, reading graphs and tables, extrapolating and interpolating data during summer science laboratory workshops.	Staffing	Other student group	Arnashus	Summer 2012	Summer 2012		
Summer planning time devoted to curriculum development for Project Lead the Way (science) - to complete vertical alignment of science curriculum to incorporate a freshman level engineering course.	ILT/ Teacher Teams	All	Arnashus/Karagiannis	Summer 2012	Summer 2012		
Increase student data-related science skills in physics/environmental and biology AP - to address changes in College Board curricula - using textbooks that support CRS/CCSS vertical alignment.	Instructional Materials	Other student group	Arnashus/Karagiannis	Quarter 1	Quarter 4		
Support Increase in student data-related science skills as measured on EPAS by purchasing 10 stationary computers for classroom use in physics/engineering labs.	Equipment/Technology	Other student group	Arnashus/Karagiannis	Quarter 1	Quarter 4		
Increase relevance of science curriculum to students' lives through Project Lead the Way by integrating math science, reading, and writing in engineering focus. Support critical thinking in all students, and in particular for traditionally underperforming student groups such as females and students in the academic middle.	Instructional Materials	All	Waites	Summer 2012	Quarter 4		



Strategic Priority 1

Course team collaboration allowed with full day time weekly to plan lessons, common assessments, assessment results analysis and ensure that CCSS are being addressed in instruction.	ILT/ Teacher Teams	All	Mr. Tennison/ Ms. Pinkerton	Quarter 1	Quarter 4		
Community-based Instruction - to allow students in the Low Incidence program to practice their functional life skills. - 10 trips.	Instruction	Students With Disabilities	Jennifer Cook/Samantha Estrada	Quarter 1	Quarter 4		
Independent Functioning Materials to provide LIP students with necessary cooking and self-care materials	Instructional Materials	Students With Disabilities	Jennifer Cook/Samantha Estrada	Quarter 1	Quarter 1		
Curriculum Materials to meet the needs of LIP significantly modified curriculum per IEP	Instructional Materials	Students With Disabilities	Jennifer Cook/Samantha Estrada	Quarter 1	Quarter 4		
Teacher training in CCSS and REACH - provide teachers with training necessary for successful incorporation of CCSS in Danielson framework	Professional Development	All	Admin/ILT	Quarter 1	On-going		
Summer pre-calculus class to prepare students for AP calculus	Staffing	Other student group	Edstrom	Summer 2012	Summer 2012		
Provide non-fiction curriculum resources for English department at levels 7-12 to support science focus	Instructional Materials	All	Narbert	Summer 2012	Summer 2012		
Provide substitute coverage for teachers to attend network sponsored CCSS professional development	Staffing	All	Admin/ILT	Quarter 1	Quarter 4		
Provide supplies for CCSS curriculum - department needs - paper, markers, boards, overhead sheets	supplies	All	Admin/ILT	Summer 2012	Summer 2012		
provide current AP English text books to meet CCSS requirements.	Instructional Materials	All	Admin/ILT	Summer 2012	Summer 2012		
Provide 15 dictionaries for each English Classrooms to support CCSS.	Instructional Materials	All	Admin/ILT	Summer 2012	Summer 2012		
Articulate a 3-4 year AP course sequence for Scholars - science focus	instruction	All	Admin/ILT	Summer 2012	Quarter 3		
Ensure that each course team employs common assessments, lesson focus, and follows department curriculum map	Instruction	All	ILT/Admin	Quarter 1	Quarter 4		
Ensure that common interim assessments are implemented in core disciplines on CIM	Instruction	All	Dpt. Chairs/ Tech/Admin	Quarter 1	Quarter 4		
Fund data analysis positions to provide stakeholders (parents, LSC, teacher teams, admin) with current, clear, student performance data	Staffing	All	Admin	Quarter 1	Quarter 4		
Expand and adjust sequence of AP course offerings to increase student accessibility to colleges and preparedness for workforce -	instruction	All	ILT/Admin	Summer 2012	Quarter 1		



Strategic Priority 1

Provide time for teacher teams to norm assessment practice, assess student work, analyze student outcomes, devise remediation and instructional plans	ILT/ Teacher Teams	All	ILT/Admin	Quarter 1	Quarter 4		



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
Framework for Teaching/REACH...Purpose: Having a highly conscious level of awareness of how we teach and how instructional choices impact student achievement (data team process) Support and provide collaboration time for teachers to effectively implement the Framework for Teaching	Classroom instruction must become more explicit and measurable outcome-based to achieve results in student ownership of learning and increase on-track for graduation rate, student GPA, and students graduating in five years.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit RTI tier 1,2,3 team members for Full Day resource period	After School/ Extended Day	Other student group	Case Manager	Summer 2012	Quarter 4		
Provide meeting time for Full day planning and monitoring committee	After School/ Extended Day	All	Full day committee	Summer 2012	Quarter 4		
Provide RTI curriculum materials for all three tiers	Instructional Materials	All	Full day committee	Summer 2012	Quarter 4		
Provide regular meeting time for teacher teams to share effective strategies and review learning goals	ILT/Teacher teams	All	Admin/ILT	Quarter 1	Quarter 4		
Implement RTI training - staff training on 3-tier model (RTI) and how it will fit into the Full Day resource period.	Professional Development	Students With Disabilities	Case Manager	Quarter 1	Quarter 4		
Ensure effective implementation of Danielson through ILT walkthroughs	Instruction	All	Admin/ILT	Quarter 1	Quarter 4		
Provide professional development on Framework for teaching	Professional Development	All	Admin/ILT	Quarter 1	Quarter 1		
Reading Apprentice trainees provide Reading instruction plan PD to rest of staff	Professional Development	All	Admin/ILT	Summer 2012	Quarter 4		
Network for College Success to fund PD for classroom reading instruction (Reading Apprentice Program (20 teacher trainees)	Professional Development	All	Admin/ILT	Summer 2012	Quarter 4		
Increase student academic success by ensuring uniformity in grade categories, proportions of categories and expectations of performance	ILT/ Teacher Teams	All	ILT/Chairs	Summer 2012	Quarter 4		
Teacher training in CCSS and REACH - provide teachers with training necessary for successful incorporation of CCSS in Danielson framework	Professional Development	All	Admin/ILT	Quarter 1	Quarter 4		



Strategic Priority 2

Observations - use Framework for teaching to identify effective practice, areas for improvement	Instruction	All	Admin/Ilt	Quarter 1	Quarter 3		
Provide post-observation conference and written data to improve capacity	Instruction	All	Admin/Ilt	Quarter 1	Quarter 3		
Provide teachers with student performance for professional self-reflection.	Instruction	All	ILT/Teacher team	Quarter 1	Quarter 4		
Provide professional development in use of tech for differentiation	Professional Development	All	Schimpff	Quarter 1	Quarter 1		
Differentiation - provide tech tools for classroom use	technology	Other student group	Schimpff	Quarter 1	Quarter 1		
Decrease freshman and sophomore failures overall through twice-monthly meetings of grade level teachers - to identify and implement necessary interventions	Instruction	Other student group	Arendt/Kaestner/Mody	Quarter 1	Quarter 4		
Expand use of moodle by faculty- student / teacher communication and learning resource	Instruction	All	Schimpff	Quarter 1	Quarter 4		
Increase effective use of gradebook as communication and assessment tool.	Instruction	All	Schimpff	Quarter 1	On-going		
Apply Time to Teach strategies - the five p's - preparedness, promptness, presence, participation to build positive school culture	Other	All	PPLC	Quarter 1	Quarter 4		



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
Create a critical thinking environment through student enrichment, intervention and support and through strategic use of instructional minutes.	Increased student achievement requires personal accountability for learning and quality teacher-student interactions. Students must develop critical thinking habits to be accountable for attendance, student work, GPA, and postsecondary and career goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Fund professional development for counseling department to increase student success and personal engagement, and increase counseling department cohesiveness and effectiveness.	Professional Development	All	Gonzalez	On-going	Quarter 4		
Facilitate student achievement of a National Career Readiness certificate through national WorkKeys locating information test - Seniors	Other	Other student group	Welsh/Wilson	Quarter 3	Quarter 3		
Expand use and increase successful completion of on-line Aventa classes to ensure senior graduation - provide supervision of coursework on school site.(60 hrs x 2)	Staffing	Other student group	Gonzalez/Wilson	Quarter 1	Quarter 4		
Present An Honor Roll/Scholars Awards Assembly for Seniors to increase student motivation increase attendance and graduation. (invitations, awards, refreshments)	Parental Involvement	Other student group	Bonnick	Quarter 4	quarter 4		
Host spring and fall college fairs for soph, juniors and seniors to strengthen motivation for college, provide access to college representatives and college material, increase and strengthen professional contact with selective colleges (table rental and refreshment for reps)	Supplies	All	Kwan	Quarter 1	Quarter 4		
Provide college tours to junior and senior students to increase interest in and strengthen professional relationships with selective colleges in Illinois and Midwest. Also to expose student to college campus environment. (transportation, lodging, staffing)	Other	All	Kwan	Quarter 1	Quarter 3		



Strategic Priority 3

Conduct credit check and transcript review of rising seniors, juniors, sophomores to minimize the need for student program changes, facilitate communication with parents about student deficiencies and to place students in appropriate courses early so as to ensure the highest chance of success.	Staffing	All	Laboy	Summer 2012	Summer 2012		
Provide FAFSA completion incentives to increase number of students applying to college, expand student choice, and decrease follow-up time for counselors.	Supplies	Other student group	Kwan	Quarter 3	Quarter 4		
Conduct high school investigation night for incoming freshmen allowing them to become familiar with high school environment, meet peers, teachers and LINK Crew mentor and school Service Club members. (staffing and refreshments for event volunteers) 2 counselors x 60 hrs	Staffing	Other student group	laboy	Quarter 4	Quarter 4		
Increase number of students on Honor Roll, affirm academic success and increase parent involvement through Honor Roll Events twice yearly.	Supplies	All	Gonzalez	Quarter 2	Quarter 4		
Provide Naviance student support program to increase student performance on ACT through PrepME, increase student identification of a career and post-secondary opportunities, scholarships, number of college acceptances, awareness level of college payment options for parents,	Equipment/ Technology	All	gonzalez	On-going	On-going		
Present a school open house on a non-attendance day to increase the number of qualified students applying to and attending Von Steuben. Provide funds for 30 staff to conduct tours and curricular/extra-curricular programs with refreshments (7500)	Staffing	Other student group	Keneally	Quarter 2	Quarter 2		
Fund PSAT administration to facilitate college application and acceptance process - on a Saturday to prevent disruption of a school day.	Staffing	All	Gonzalez	Quarter 2	Quarter 2		
Provide extended day time to prepare for re-RAMP application, which measures counseling department effectiveness.	Staffing	All	Kwan	Quarter 3	Quarter 3		
Conduct Student Orientation for all returning students to facilitate the collection of fees, decrease amount of student debt that prevents students from graduating and decreases amount of unreturned books. (60 x 3 counselors + 15 hrs staff)	Staffing	All	Kwan	Summer 2012	Summer 2012		
Provide credit recovery opportunity to freshman	Staffing	All	Admin/ILT	Quarter 1	quarter 4		



Strategic Priority 3

provide work time for CIWP team to review and update work plan	Staffing	All	Teacher group	Quarter 1	Quarter 4		
Fund Youth Guidance services for non -SPED students	Other	All	other	Quarter 1	Quarter 4		
PAC sponsored parent workshops - literacy and college	LSC/ PAC/ PTA	All	other	Summer 2012	Quarter 4		
sponsor PSAE prep sessions for juniors	Staffing	All	Admin/ILT	Quarter 2	Quarter 3		

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

[illegible]