CIWP

2012-2014 Continuous Improvement Work Plan

Chicago Military Academy High School

South Side High School Network

3519 S Giles Ave Chicago, IL 60653

ISBE ID: 150162990250795

School ID: 609754

Oracle ID: 70070

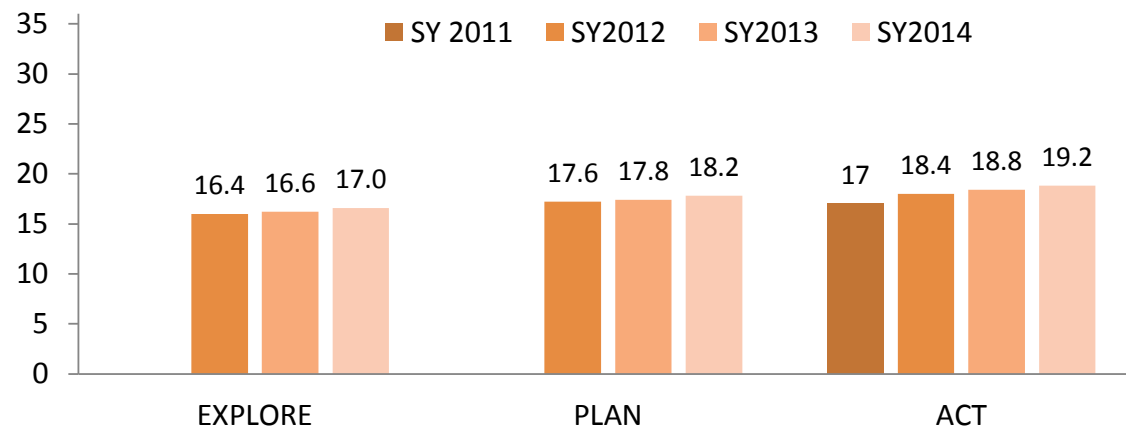CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The Chicago Military Academy High School at Bronzeville mission is to prepare cadets for college and postsecondary success through a rigorous and relevant college preparatory curriculum. With the military model providing a project-based structure, cadets are introduced to leadership and cooperative, applied academic work in math and science.
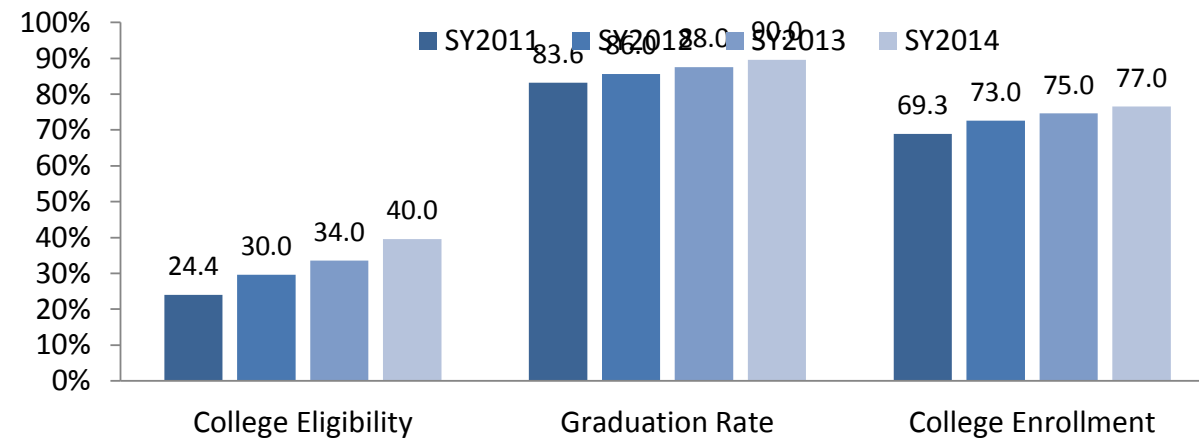
Strategic Priorities

1. Chicago Military Academy will further develop standards-based curriculum and instruction in order to provide students with the best possible prospects to achieve EPAS and ACT goals, to ensure they graduate college-ready with the skills necessary to succeed in four-year colleges and universities and to further prepare our

2. Improve Reading Across the Curriculum within the school by creating horizontal and vertical literacy programs which focus on expository non-fiction readings and include contextual referencing within the content areas and implementing CCSS recomendations. This Targeted Instructional Area must be strategically confronted.

3. Enhancement of CMA-B Academic Augmentation will improve our emerging Response-to-Intervention program by identifying struggling students earlier and prescribing focused interventions and augmentation more specifically targeting areas needing improvement and scheduling these RtI instruments during the school

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

EXPLORE: 16.4, 16.6, 17.0
PLAN: 17.6, 17.8, 18.2
ACT: 17, 18.4, 18.8, 19.2

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

College Eligibility: 24.4, 30.0, 34.0, 40.0
Graduation Rate: 83.6, 86.0, 88.0, 90.0
College Enrollment: 69.3, 73.0, 75.0, 77.0

CIWP

Continuous Improvement Work Plan
2012 - 2014

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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:	Chicago Military Academy 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
Richard W. Miller	Principal
Peggy B. Broderick	Assistant Principal
Norvel P. West	LSC Member
Ashley Kronwall	Counselor/Case Manager
Carol Moran	Lead/ Resource Teacher
Alan Singer	Special Education Faculty
Scott A. Tuffs	Lead/ Resource Teacher
Gregory Gilmore	Parent/ Guardian

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
9th Grade - EXPLORE Average EXPLORE score		14.4	16.4	16.6	17.0
10th Grade - PLAN Average PLAN score		15.5	17.6	17.8	18.2
11th Grade - ACT Average ACT score	17.4	16.0	18.4	18.8	19.2

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	24.4	30.0	34.0	40.0
5-Year Graduation Rate % of students who have graduated within 5 years	83.6	86.0	88.0	90.0
College Enrollment % of graduates enrolled in college	69.3	73.0	75.0	77.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.4	1.6
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.2	1.4

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	90.3	90.5	91.0	91.5
Freshman On-Track % of Freshman Students on-track	88.1	92.5	95.0	95.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	28.2	28.0	27.5	25.0
Sophomore On-Track % of Sophomore students on track	78.5	80.0	80.0	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	31.1	35.0	37.5	40.0	**PSAE Reading** % of students exceeding state standards	0.0	2.0	3.0	5.0
PSAE Mathematics % of students meeting or exceeding state standards	28.9	29.5	31.0	32.5	**PSAE Mathematics** % of students exceeding state standards	0.0	2.0	3.0	5.0
PSAE Science % of students meeting or exceeding state standards	23.3	25.5	28.0	30.5	**PSAE Science** % of students exceeding state standards	0.0	2.0	3.0	5.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** -->			**4**
	• 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.	• 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.	CMA-B has a well thought out Strategic Plan developed by the Instructional Leadership Team. The Plan is goal-oriented on student achievement and instructional improvement. Action Items are inter-related and complementary activites and strategies designed to maximize teacher effort. Objectives are coordinated ideas for progress targeting continuous improvement in pursuit of student success and instructional excellence. The Strategic Plan focuses on college readiness and student academic success and incorporates student development areas of school and community leadership, social and emotional learning, and postsecondary preparation.	
	Principal Leadership -->			**3**
	• 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.	• 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's vision is focused on deliberate professional development aimed at buidling and strengthening teacher capacity in such areas as standards-based curriculum mapping, lesson planning, and classroom instruction. The plans and methods are skills-based, data-driven and centered on student postsecondary success by building college readiness skills. The vision includes a concerted effort toward social and emotional learning via such programs as the school-wide mentorship program, continuous college and career goal-setting and deliberate functional responsibility throughout the student populatiion. The principal empowers a robust Instructional Leadership Team of teacher leaders entrusted with guiding continuous school improvement who, themselves, facilitate functioning Teacher Collaboration Teams ensuring all faculty voices are heard and heeded.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -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	Teachers actively participate in whole school goal-setting and decision-making via the Instructional Leadership Team which is the main policy setting entity within the school. Grade Level Leads and Department Chairs routinely meet with their respective collaboration teams to monitor student progress, analyze assessment data, align instructional goals and strategies and interface issues and solutions. Teachers regularly reflect on instructional efficacy through periodic reflections of quarterly goals, documenting successes and challenges and adjusting critical benchmarks throughout the school year. Many teachers actively pursue school funded professional development opportunities such as Advanced Placement coursework, STEM certification and grant writing workshops. Most teachers diligently cultivate enrichment/enhancement programs for students which offer co-curricular opportunities through such programs as Mikva Challenge, Goodman Theater, Gear Up, JROTC, Holocaust Museum, Shedd Aquarium, Adler Planetarium, College tours and others.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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.	• 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	The Instructional Leadership Team is an established and mature collective with the mission of providing strategic focus for the school. The ILT drives the work of school Teacher Collaboration Teams that meet twice monthly to review student assessment data, analyze information from a variety of sources and enact solutions to identified problems or trouble areas. The ILT is proficient in performance management in that it monitors activities within the school strategic plan to determine fidelity and effectiveness. It identifies actions which are succeeding and determines if ineffective efforts should be enhanced, modified or scrapped. The ILT establishes the goals of the school based upon student academic progress and proficiency, attendance, and social/emotional learning. Professional development activities are influenced and often conducted through the ILT such as the year-long writing across the curriculum project and upcoming Small Learning Communities workshop.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	CMA-B implements a systematic approach to data analysis which supports the school's theory of action on an ongoing basis. Data analysis occurs at all levels from individual classroom, individual teacher, by common course, by department, by grade level, to the school-wide level. Adjustments are made at each of these levels based upon discussions of findings and deep dives into skill strands. Network and district assessment data is reviewed each quarter by the principal in consultation with each teacher and action plans are proposed and enacted in order to improve instructional practices.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**4**
	• 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.	• 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.	Skills-based Learning and Assessment Curriculum addresses cognitive development research in the improvement and expansion of math, science, and English skills base. Each course team and grade level has a year-long scope & sequence that includes quarterly benchmark skills posted within the Rubicon electronic curriculum map which identifies college readiness skills addressed in each quarter. Curriculum maps also address related Common Core tasks and CRS skills which are not considered "benchmark" skills. Non-core subject teacher adhere to Illinois State Standards or ETC standards for supplemental benchmarks not included in "Meaning of Words" or "Interpretation of Data." Continuous course alignment, both vertically and horizontally, ensures progressive skill proficiency within the curriculum.	
	Instructional materials	--->		**3**
	• 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.	• 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).	Teachers use common instructional materials for all coursework as determined by course curriculum maps and common syllabi. Instructional materials are tied to and aligned with college readiness skills and Illinois State Standards. Where applicable, though not consistently, differentiated instructional materials are used to ensure proximal development of student skills proficiency.	

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		--->	4
• 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.	• 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.	Assessment data is readily available to teachers for individual, TCT and ILT analysis. Each grade level team uses standards-based assessments to evaluate student proficiency and progress throughout the school year with emphasis on benchmark assessments and quarterly interim/formative assessments. Quarterly assessment data is reviewed individually with principal to appraise student performance and classroom instruction. Teachers create individual formative and benchmark assessments when appropriate using a variety of instruments including, but not limited to, multiple choice, essay, portfolio, project-based and oral assessments. Assessments include minimal proficiency and mastery levels to ascertain differentiation within a common course. Assessment accommodations and modifications are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• 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.	• 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.	Teachers ensure all students are aware of and understand the skills and tasks under consideration within each lesson. These skills and tasks are standards-based using common terminology throughout the building and should include all subskills and scaffolding skills associated with each lesson. Teachers are to use CPS standards-based lesson plan template and "Inquire - Gather - Process - Apply" format. Lesson objectives are progressive, standards-based skills aligned with grade level foci and cross-curricular instruction. Teachers routinely reflect on Bloom's Taxonomy to ensure instruction goes beyond understanding and comprehending material (i.e., to ensure, for example, that students are not simply learning how to apply a skill, but actually applying it themselves, and that students are not learning how to analyze a text or data presentation, but actually performing the analyses themselves). Teachers routinely review formative assessments with students to ascertain skill levels of individual task proficiency and to develop	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• 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.	• 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.	Intervention procedures are not formalized although a plan has been developed. Monitoring and review has been spotty. Diagnostic and formative assessments are analyzed but active, targeted reflections and adjustments of individual students are not universal. Interventions are monitored by ILT and department/grade level TCTs with common academic interventions and augmentations. CMA-B has a systematic approach to administering and analyzing diagnostic and formative assessments, however individual skill strand interventions are not routinely monitored by teachers. All teachers have included general education accommodations and modifications to instruction within common course electronic curriculum maps.	
Whole staff professional development	-->		**4**
• 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.	• 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.	(Perhaps 3.5 relative to effectiveness) CMA-B professional development plan is a year-long program which targets known weaknesses and focuses on instructional improvement as identified in SIPAAA and CMA-B Strategic Plan. Monitoring of teacher effectiveness within professional development target areas is conducted quarterly via one-on-one sessions with principal with ideas for progress/improvement included in two-way discussions. School-wide PD focuses on standards-based instruction relevant to teacher practice and student outcomes.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	Grade level and department TCTs meet bi-weekly to review, analyze, and reflect on student performance data to plan and adjust instruction. TCT due-outs and minutes are irregularly documented in some cases which inhibits follow-through on agenda items and agreed upon responsibilities. Teacher Collaboration Teams include all relevant faculty, however attendance to regularly scheduled meetings is spotty within some teams. TCTs have clear agendas but do not always follow or complete announced task list. In such cases, skipped items do not always make it on the next meeting's agenda. Teacher teams own their decisions and consensus actions occur whenever practicable.	
	Instructional coaching	-->		**2**
	• 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.	• 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.	Instructional coaching is systematized at the school level, however response to coaching is sporadic. Written guidelines and processes are provided (for example, Skills-based Learning and Assessment Curriculum, CMA-B Mentoring Program, classroom protocols IAW cadet functional responsibilities, and others) and coached, both school-wide and individually, but not always adhered to. Teachers consistently receive feedback that is meant to support their individual growth, but the message or feedback is not always delivered effectively. Peer observation and cross-classroom visitation has been introduced and practiced but rarely occurs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	CMA-B has a defined program for student development which encompasses School & Community Leadership, Social & Emotional Learning, and College Readiness. Each faculty member is actively involved in the Mentorship Program which provides each student with a degreed professional whose role includes continuous college and career planning and preparation. CMA-B system of cadet functional responsibility provides every student both encouragement and opportunities for authentic leadership and voice within the school.	
	Relationships	-->		**2**
	• 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.	• 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.	Students with the greatest need for adult-student bonding are often those who are most likely to develop confrontational relationships within the building. Students with disabilities are offered and participate in all co- and extra-curricular programs within the school. Disrespectful patterns of behavior are usually met with fair responses from adult staff members. Student home culture is often overlooked when dealing with students who have academic and/or behavior issues. All students have an adult advocate within CMA-B through the Mentorship Program but generally teachers do not advocate for mentees outside of the scheduled parameters of the program.	
	Behavior& Safety	-->		**3**
	• 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.	• 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.	CMA-B has an established procedure for dispensing discipline and infraction documentation within the building although it is not always utilized procedurally by all parties. The established peer jury, the CMA-B Staff Judge Advocate, regularly hears student incident issues within the parameters of the CPS Student Code of Conduct and resultant adjudication is fully supported by school administration and students. All staff, students and families are invited and welcomed into the school community and supported at all levels within the Academy	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**2**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	Principal provides parents with clear information on school expectations, its mission and vision, the military model and protocols for success. However, ongoing reinforcement of these guidelines and fundamentals is sporadic. Teacher grading practices within GradeBook do not always align with the Skills-based Learning and Assessment Curriculum requirements and sometimes do not match the published syllabus grading formula. A uniform course syllabus template is in use at the school, but quarterly critical benchmark skills lists are not uniformly presented and often difficult to decypher.	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Parent/guardian contact is too often confined to academic and/or discipline issues. Principal newsletter is sporadically issued to families. Parent-teacher conferences are relatively well attended. Parent Portal enrollment is supported and used by most parents who then regularly check student progress and performance.	
	Bonding	--->		**2**
	• 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.	• 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.	As a military academy, CMA-B encourages a business-like atmosphere, however, the messages and expectations are not always delivered nor received with fidelity. Inconsistent understanding of the military model tempts too many parents to steer students to CMA-B with either the false understanding that it is a school for children with discipline issues or the desire to avoid a perceived "troublesome" attendance area school. Under either of these circumstances it is difficult for bonding to occur. Freshman and Sophomore Academies hold scheduled family night activities to familiarize parents to CMA-B protocols.	

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**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	CMA-B is an early release school from Corey H interventions. All students are included in regular education classrooms and routinely outperform general education students in GPA and EPAS assessment gains. Low density of total enrollment makes it nearly impossible to provide specialized support minutes across all grade levels.	
	College & Career Exploration and election	-->		**4**
	• Information about college or career choices is provided.	• 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.	CMA-B has a college and career preparation program which provides grades 9 through 12 with ongoing and progressive college exploration activities to fully invest students in the process of goal setting and college qualification steps. College Match system is incorporated into all college applications to	
	Academic Planning	-->		**3**
	• 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.	• 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.	CMA-B course sequence includes mandatory five years of English & science and four years of math & social studies. All sophomores select major field of study for junior and seniors years. Selections are Engineering, Great Lakes Ecology, Leadership and Liberal Arts. AP and Honors classes are accessible to all students in 11th and 12th grades. Cohort schedules in 9th and 10th have restricted Honors classes to some students who may have otherwise opted in and done well.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	• 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.	A robust extra-curricular activity listing is available and encouraged to all students at CMA-B. As well, academic augmentation is provided for struggling students whose proficiencies are below school norms.	

(Left vertical label: 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***	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All core instruction at all grade levels is skills-based and is planned and assessed using college readiness standards. All curriculum mapping is done using CRS along with CCSS and ILS skills and assessments.	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	Upon enrollment students and families are provided with comprehensive information about college preparation. College and career exploration is ongoing throughout the four-year curriculum of each and every student at CMA-B. Financial aid and scholarship workshops are regularly provided to students and families. All students complete three college applications and at least one scholarship application at the beginning of senior year.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Teacher teams work directly with students and families with specific action plans and assistance to ensure student success from ninth to tenth and from tenth to eleventh grades. Freshman-on-Track and Sophomore-on-Trach rates are school-wide goals within CMA-B Strategic Plan and are routinely monitored within ILT. All students are carefully monitored in senior year to ensure smooth transitions to appropriately matched postsecondary schools.	

Date Stamp November 22, 2012

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**	--->		**4**
	• 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.	• 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.	School discretionary funding is appropriately allocated based upon strategic priorities and instructional/administrative needs. CMA-B utilizes its limited SGSA and Title I funding primarily for direct interventions with students, most notably via the academic augmentation (after school) and PSAE prep (weekends) targeting college readiness skills and laying foundation for a college-going population as well as funding for co- and extra-curricular field trips and other activities.	
	Building a Team	--->		**3**
	• 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.	• 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.	Grade and course teams are built taking advantage of faculty capacity coupled with student needs in grade levels and content areas. Hiring practice places premium on familiarity with and willingness to learn standards-based instructional practices. As a small school struggling to keep pace having been cut 25% of its staff over the past three years, CMA-B has not yet ovecome this debilitating loss of personnel in the classroom or in administrative sectors. As staff multi-task at every level, most teachers and ESPs readily assume greater responsibility but all are getting frustrated and exhausted as we continue to ask more of them.	
	Use of Time	--->		**2**
	• 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.	• 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.	Current school schedule is designed based on the number of minutes per subject or course, however this allocation does not take into account research on student learning or cognitive development. Full school day plan has been forwarded to allow adequate class time for higher order thinking. With the exception of 9th and 10th grade faculty, teacher collaboration time is limited and occurs before or after school. Academic intervention/augmentation for struggling students occurs at the discretion/initiative of individual teachers before or after	

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

The Chicago Military Academy High School at Bronzeville mission is to prepare cadets for college and postsecondary success through a rigorous and relevant college preparatory curriculum. With the military model providing a project-based structure, cadets are introduced to leadership and cooperative, applied academic work in math and science.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Chicago Military Academy will further develop standards-based curriculum and instruction in order to provide students with the best possible prospects to achieve EPAS and ACT goals, to ensure they graduate college-ready with the skills necessary to succeed in four-year colleges and universities and to further prepare our curriculum for Common Core implementation.	CMA-B has historically not made satisfactory EPAS gains in 9th and 10th grades, approximately .7 to 1.2 scale score points on average, to put students in the best position to exceed CRS college benchmarks. This approach will also enhance our readiness for full CCSS implementation. As a lead high school of the CPS Early Adopter Program, the faculty has integrated the standards-based instructional cycle into curriculum development and shall continue to incorporate CCSS and CRS into the classroom experience.
2	Improve Reading Across the Curriculum within the school by creating horizontal and vertical literacy programs which focus on expository non-fiction readings and include contextual referencing within the content areas and implementing CCSS recomendations. This Targeted Instructional Area must be strategically confronted.	Only 35% of our juniors meet reading standards. Our 23% meeting science standards has been attributed in large part to science "story problems" which include passages referencing experimentation and scientific studies. This deficiency is reflected in average EPAS reading gains of 1.4 to 1.7 and also affects interpretation of data assessments and virtually all content coursework. Although the scale score averages for ACT testing in 2012 has shown improvement over the previous two years, this trend must strengthened and built upon beginning in 9th grade and continue through graduation.
3	Enhancement of CMA-B Academic Augmentation will improve our emerging Response-to-Intervention program by identifying struggling students earlier and prescribing focused interventions and augmentation more specifically targeting areas needing improvement and scheduling these RtI instruments during the school day.	Our School Effectiveness Framework rating for Intervention came to a paltry "2." This is interpreted as a trouble spot in our ability identify and effectively assist those students who are struggling with coursework. By addressing specific weaknesses and needs we will be better able to support student learning. More emphasis must be placed in identification and monitoring of struggling students throughout the school year and throughout a student's high school career. By identifying end-of-year progress, those students whose growth does not meet expectations must be afforded academic augmentation to meet their individual needs.

4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Chicago Military Academy will further develop standards-based curriculum and instruction in order to provide students with the best possible prospects to achieve EPAS and ACT goals, to ensure they graduate college-ready with the skills necessary to succeed in four-year colleges and universities and to further prepare our curriculum for Common Core implementation.	CMA-B has historically not made satisfactory EPAS gains in 9th and 10th grades, approximately .7 to 1.2 scale score points on average, to put students in the best position to exceed CRS college benchmarks. This approach will also enhance our readiness for full CCSS implementation. As a lead high school of the CPS Early Adopter Program, the faculty has integrated the standards-based instructional cycle into curriculum development and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Actively use electronic curriculum mapping w/ Common Core and College Readiness Standards across all grade levels and within all departments. Summer workshops for curriculum development and mapping upgrades shall occur during the summer of 2012.	ILT/ Teacher Teams	All	Department Chairs, Grade Level Leads	Summer 2012	On-going		
Continue Electronic Curriculum Mapping across the departments to vertically align courses and ensure all teachers are fully trained on Rubicon, review and discuss map development, and review and revise critical benchmark skills on a quarterly basis. Again, summer workshops will more closely align proximal developmental skills in each core area so that transitional tasks are more easily incorporated into grade level curricula.	Professional Development	All	Principal, Instructional Leadership Team	Summer 2012	On-going		
Implement assessment protocol & item analysis reports to review assessments, analyze data and develop instructional strategies to improve student proficiency of college readiness skills. Having begun detailed assessment protocols during SY2011/2012, these data analyses enhance teachers' ability to target instruction based more closely on student needs.	Instruction	All	Principal, Classroom Teachers	On-going	On-going		

Strategic Priority 1

Ensure Instructional Leadership Team supports academic achievement through use of established roles, calendars, and protocols for reviewing data, interventions and school-wide goals and priorities. ILT will participate in a two-day offsite session in June to begin action planning for the upcoming school year.	ILT/ Teacher Teams	All	ILT, Department Chairs, Gradel Level Leads	On-going	On-going		
Design, implement and integrate a plan to teach applied skills across grade levels 9-11 incorporating Common Core standards of both English Language Arts and Mathematics. This plan will include science and social studies as summer curriculum planning workshops include detailed standards-based lesson planning into curriculum development.	Professional Development	All	Early Adopter Leads (ELA & Math)	Summer 2012	Quarter 3		
Utilize common assessments (district, network, & Cambridge) to ensure effective mapping and monitoring of student performance, adjusting instructional strategies and embedding item analysis into the curriculum mapping process.	Instructional Materials	All	Principal, Academic Counselor, Classroom Teachers	Summer 2012	On-going		
Develop annual PD Plan based on CRS & CCSS which includes electronic curriculum mapping, interim assessment analysis, standards-based lesson planning and REACH Frameworks. Again, this agenda item will be a focus of the two-day ILT offsite in June 2012.	Professional Development	All	ILT	Summer 2012	On-going		
Monitor & track all students' EPAS performance to inform every student of his/her scores, gains and goals. Cadet "Job Books" will be created for each student which documents proficiency of all CRS and CCSS standards.	Other	All	Data Team, Academic Counselor	Quarter 1	On-going		
Conduct school-wide/departmental walk-throughs focused on Bloom's Taxonomy, evidence of differentiation, and skills-based instruction. This practice, based in part on Elmore's Instructional Rounds, will be reinstated during SY2012/2013.	Instruction	All	ILT, Peer Pods, Commandant	Quarter 1	On-going		

CIWP

Strategic Priority 1

CIWP

2012-2014 Continuous Improvement Work Plan

Chicago Military Academy High School

CHICAGO PUBLIC SCHOOLS | CPS

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
Improve Reading Across the Curriculum within the school by creating horizontal and vertical literacy programs which focus on expository non-fiction readings and include contextual referencing within the content areas and implementing CCSS recomendations. This Targeted Instructional Area must be strategically confronted.	Only 35% of our juniors meet reading standards. Our 23% meeting science standards has been attributed in large part to science "story problems" which include passages referencing experimentation and scientific studies. This deficiency is reflected in average EPAS reading gains of 1.4 to 1.7 and also affects interpretation of data assessments and virtually all content coursework. Although the scale score averages for ACT testing in

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a comprehensive literacy program across the curriculum that integrates increased rigor among all content areas in reading, vocabulary and writing, editing & revision. Most notably, during summer workshops science and social studies will begin to incorporate ELA standards of Common Core into these electronic curriculum maps.	ILT/ Teacher Teams	All	Department Chairs & Grade Level Leads	Summer 2012	On-going		
Utilize item analysis reports to review reading & English assessments, analyze data, and develop & implement instructional strategies which target known deficiencies. During the summer incoming 9th graders will be provided diagnostic testing which, along with 8th grade Explore scores, will assist in identifying reading deficiencies as well as strengths.	Instruction	All	Data Team, Academic Counselor, All Teachers	Summer 2012	On-going		
Unpack the College Readiness & Common Core State Standards relative to Reading, English (editing & revision), and English Language Arts for all faculty in all grade levels. These stardards will be part of each course quarterly benchmarks to ensure reading is actively taught in each course at CMA-B.	Professional Development	All	Principal, Early Adopter ELA Team	Quarter 1	Quarter 4		
Maximize Scantron availability to make use of student reading level status and suggestions for improvement.	ILT/ Teacher Teams	All	English & Social Studies Department Chairs	Quarter 1	On-going		
Implement college essay writing opportunities & workshops for students. Juniors will produce first draft personal statement through English class by June; seniors will produce final draft personal statement through English class by November.	Instruction	Other student group	English Department, Student Development Counselor	Quarter 1	Quarter 4		

Strategic Priority 2

Enhance CMA-B writing professional development program to include focus on descriptive, technically correct short essays within content areas. Summer workshops will create standardized writing rubrics for use in non-ELA courses to ensure writing standardization both for quality and grading.	Professional Development	All	Principal, English & Social Studies Department Staff	Summer 2012	On-going		

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
Enhancement of CMA-B Academic Augmentation will improve our emerging Response-to-Intervention program by identifying struggling students earlier and prescribing focused interventions and augmentation more specifically targeting areas needing improvement and scheduling these RtI instruments during the school day.	Our School Effectiveness Framework rating for Intervention came to a paltry "2." This is interpreted as a trouble spot in our ability identify and effectively assist those students who are struggling with coursework. By addressing specific weaknesses and needs we will be better able to support student learning. More emphasis must be placed in identification and monitoring of struggling students throughout the school year and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of students will receive Tier 1 core instruction using reading and mathematics curricula that are CRS/CCSS standards-based and that are differentiated to meet the needs of all students.	Instruction	All	All CMA-B Faculty	Quarter 1	On-going		
All identified at-risk students will receive Tier 2 & Tier 3 interventions plus differentiated core instruction within CMA-B Academic Augmentation Program. First summer workshop for augmentation begins in June for three days to evaluate student needs and begin arrangement of teacher aumentation scheduling.	Instruction	Other student group	Academic Counselor, ILT	Summer 2012	On-going		
Utilize GradeBook Response to Intervention tab when appropriate for all struggling students within Tiers 2 & 3.	Professional Development	Other student group	Academic Counselor, Network ISL	Quarter 1	On-going		
Monitor at-risk student list through identification of recommended interventions, implemented actions & subsequent student progress in identified areas. Development of formal RtI worksheets for all cadets is an essential product of summer work.	ILT/ Teacher Teams	Other student group	RtI Coordinator	Summer 2012	On-going		
All classroom assessments will be aligned to the CRS/CCSS/ILS standards identified in electronic consensus curriculum maps. Although this is already supposed to be the case, teachers will identify gaps during the summer and will be given specific "finalization" time by departments during pre-SY2012/2013 inservice.	Equipment/ Technology	All	All CMA-B Faculty	On-going	On-going		

Strategic Priority 3

Design collaborative, periodic formative classroom assessments that are vertically aligned and in a style consistent with EPAS to prepare all students for success. Summer workshops will offer exemplars of both lesson plans and assessments (including scoring rubrics) to promote fidelity in proficiency and mastery assessment levels.	Instructional Materials	All	ILT	Summer 2012	Year 2		
Identify common, but cross-curricular, instructional tasks to interface practices and analyze student work to inform student progress across all departments within the building. Among other things, teachers will identify extra-departmental subtasks and scaffolding tasks necessary for skill development so as to assist other teachers in curriculum writing.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Create written intervention descriptions for parent communication for Tier 2 & 3 students and ensure parents are at least minimally invoved in student monitoring (Parent Portal, periodic meetings, etc.).	Parental Involvement	Other student group	RtI Coordinator	Quarter 1	On-going		
Offer parent/family workshops on interventions and the relationship between RtI and special education, as well as family literacy and life-long learning, such as the parent workshop held 30 May 2012.	Parental Involvement	Other student group	RtI Coordinator, PAC President, School Librarian	On-going	On-going		
Periodically review at-risk student list with enacted Tier 2 and 3 interventions and results of progress monitoring and adopt a comprehensive data-driven process to identify students who may require special education services. Using "Job Books" and Ideas For Progress, identify academic shortfalls within skill strands for chronically struggling students.	Other	Other student group	Case Manager, RtI Coordinator	Summer 2012	Quarter 2		

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