



Mission Statement

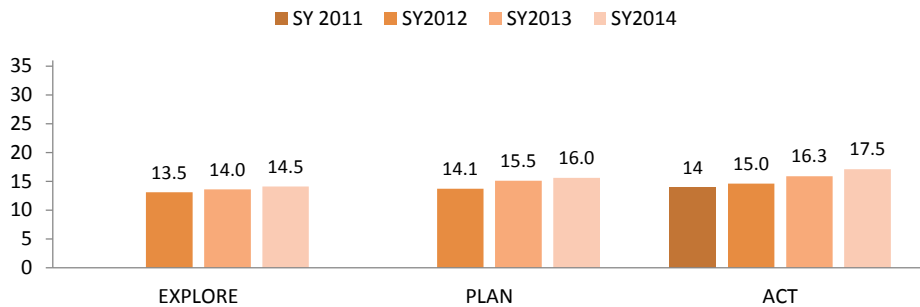
The Mission of George Henry Corliss STEM High School is to educate students in a technology centered, college and career learning environment that inspires the creativity in each and every student, to solve great challenges of our world through the use of technology in the disciplines of Science, Engineering, Math, and Science.

Strategic Priorities

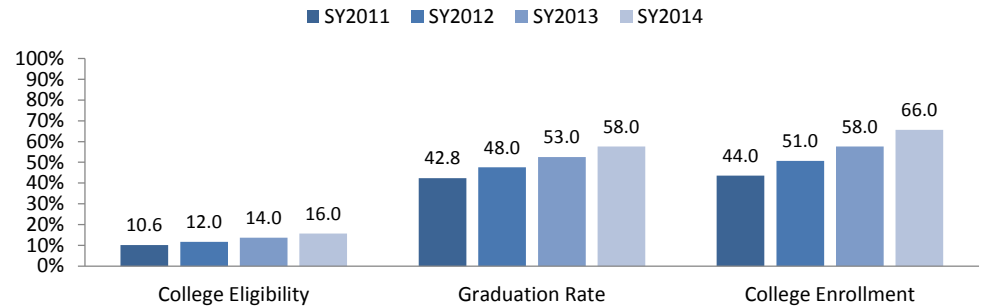
1. On a quarterly basis in alignment with the Common Core State Standards we will identify a powerful practice and implement four corresponding learning cycles with a strong emphasis tracking student progress through the analysis of five week common assessments and the examination of student work.
2. The ILT will set school-wide achievement goals, analyze student work and assessment data, to determine the root cause of student performance and track the impact of changes in instruction on student achievement.
3. To implement the RTI plan, inclusive of PBIS strategies and practices that address the social and emotional needs of students, and provide tiered supports and interventions.
4. To develop and foster a "College -Going Culture," with STEM serving as the foundation for dual enrollment, mentoring, and other post-secondary and career- readiness programs.

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:	George H Corliss 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
Mr. Leonard Harris	Principal
Mr. Sam Gipson	Assistant Principal
Mrs. Marion Jimerson	LSC Member
Mrs. Barbara Wellington-Panton	Classroom Teacher
Dr. Erica Jordan	Counselor/Case Manager
Mrs. Mandy Edwards	Classroom Teacher
Mrs. Vita Scott-Harris	Classroom Teacher
Ms. Blondyne Browning	Counselor/Case Manager
Ms. Shantel Freeman	Classroom Teacher
Ms. Patricia Harper	Classroom Teacher

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.5	13.5	14.0	14.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	10.6	12.0	14.0	16.0
10th Grade - PLAN Average PLAN score		13.1	14.1	15.5	16.0	5-Year Graduation Rate % of students who have graduated within 5 years	42.8	48.0	53.0	58.0
11th Grade - ACT Average ACT score	14.3	13.5	15.0	16.3	17.5	College Enrollment % of graduates enrolled in college	44.0	51.0	58.0	66.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.2	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	71.3	81.3	83.0	85.0	Misconducts Rate of Misconducts (L4-6) per 100	23.4	20.0	17.0	13.0
Freshman On-Track % of Freshman Students on-track	76.2	80.0	85.0	90.0	Sophomore On-Track % of Sophomore students on track	46.1	50.0	55.0	60.0



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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	4.9	6.0	7.1	8.2	PSAE Reading % of students exceeding state standards	0.0	1.2	3.5	5.0
PSAE Mathematics % of students meeting or exceeding state standards	5.6	6.7	7.8	8.9	PSAE Mathematics % of students exceeding state standards	0.0	1.2	3.5	5.0
PSAE Science % of students meeting or exceeding state standards	3.1	4.6	6.1	7.6	PSAE Science % of students exceeding state standards	0.0	1.2	3.5	5.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	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. 	<p>Corliss High School has established clear goals as well as a sound theory of action that is aimed at narrowing the achievement gap, aligned to standards that promotes college and career readiness. The goals are increasing rigorous content and attendance, setting high standards of expectations and increasing parental and community support. The priorities are derived from the learning cycle, analysis of school -wide data with the anticipated impact of student growth.</p>	
	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. 	<p>The Principal, Administrators, and Lead Teachers worked with faculty to develop instructional growth plans based on data received during formal and informal observations. Student data is also integrated into the professional growth plans in an effort to monitor student development via incorporating learning cycle. The plan is designed to encourage teachers to set goals and for administrators to provide supports for continuous improvement through professional development and co-teaching. In addition, Administrators provide opportunities for peer coaching and presentations of best practice from classroom teachers. Finally, School wide information and data is completely transparent and families and community partners are encouraged to participate in open dialogue around performance and expectations.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher is invested in the success of Corliss High School. Every teacher has the opportunity to be a part of a team, either through elected roles or volunteer efforts. As a result, all teachers are members of one or more school teams (RTI, ILT, grade level, department literacy, attendance teams) and leadership is shared throughout.</p> <p>The foundation of instruction is lead by the Instructional Leadership Team. The ILT has a member from each core subject, along with special education and administration.</p> <p>Equity of voice is shared throughout staff meetings, voting on school directives and time allotments.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			3
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			
<p>The Instructional Leadership Team has a representative from each core subject that acts as a liaison between teacher teams and administration. Within the team, members make decisions based on school-wide data, revisit decisions, and create next step action plans to implement the next learning cycle.</p> <p>ILT members attend Network ILT meetings and disseminate information to teacher teams. In addition, the ILT is responsible for leading professional development around the targeted instructional area and the school wide focus of literacy, rigor and relevance.</p> <p>Lastly, an ILT member meets with grade level teams to discuss the implementation of school-wide initiatives and goals.</p>			
<p>Monitoring and adjusting -----></p> <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. 			3
<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>Corliss High School is divided into grade level academies. Within those academies, there are grade level teams. Each team examines skill based data and student work to assess mastery levels.</p> <p>Through regular grade level meetings teachers are required to display/reflect on student data . RTI efforts are then made to reach students who need additional supports.</p>			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each grade level course team has a curriculum map aligned to the Common Core State Standards and the College Readiness Standards, along with either a unit map or pacing guide. Also, all courses have commonly planned assessments, lesson plans, syllabi and units. Those short and long term plans are modified by the special education teacher(s) assigned to each content area.</p> <p>Within teacher teams, sequential logic of pacing, text complexity, and interventions are discussed to determine best practices and modifications.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Core Instructional materials are the same throughout each subject area and focus on multiple methods of standards aligned supplemental material. Instructional materials are provided to every student and each student is held to the same expectations. Resources are supportive of students with disabilities and modified according the individual goals of the IEP.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<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>Grade-Level data rooms are used to examine student progress. Inside those data rooms, teachers and Academy Administrators discuss possible interventions and strategies to shift students from tier three to tier one in the areas of academics and attendance. Furthermore, teams identify ways to implement changes and monitor growth every five weeks. Students are then offered individual supports in the forms of grouping for instruction and Supplemental Educational Services.</p> <p>Assessments are administered in the form of district assessments, classroom and network assessments. Data from those assessments along with EPAS data are disseminated by test coordinator, counselor, administration, teachers, and students. Teachers are able to access all data through CIM.</p> <p>Accommodations and modifications for assessments are administered according to the individual goals of the student's IEP's.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers clearly communicate with students the standards based learning object, essential question, agenda and homework as part of the daily classroom routine. Within the daily routine, teachers use low and high level questions throughout the instructional process. Backwards mapping and planning is used to align lessons, units and assessments to objectives and mastery skills. As part of the mapping process, teachers unpack the standards and identify expectations needed for the students to master the standard. More importantly professional development is provided to support the unpacking of standards and develop of high quality instructional tasks. Course team members administer collaborative assessments every five weeks in an effort to compile and analyze data. Teachers then use the data to determine student’s level of mastery using RTI score ranges and plan next steps according to pacing and/or unit mapping. As an early adopter school teachers design performance task in alignment with the Commom Core State Standares.</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>Corliss has the following systems and structures in place to meet the needs of students:</p> <ul style="list-style-type: none"> Response to Intervention (Rti), push-in support, and additional classes in literacy and mathematics though skills-based classes. Grade-level teams meet weekly to discuss needed interventions for struggling students. Grade level chairs monitor which students in their departments are struggling, as well as which students are excelling, in order to make the needed adjustments for all students. Corliss provides free after school tutoring for all students. We have a restructured school day that allows teachers to meet and discuss data and instructional practices. We have targeted professional development to provide teachers with 	
	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>Professional development is provided weekly for all staff members. Teachers are given professional development around the school-wide focus and targeted instruction area. Administrators, Network Coaches, and ILT make certain that professional development is continuous and relevant to the school wide focus and expectations. In order to monitor the process, teachers are required to bring artifacts to professional development to analyze, discuss, plan, and create documents that are significant to the learning process.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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>Common planning and course team meeting times are built into each teacher's schedule. Each department is supported by an ILT member and each team is inclusive of a special education and general education teachers. Courses teams meet weekly and department teams meet monthly. During those meetings, teachers discuss unit and lesson planning, assessment data, individual student growth/decline, interventions and methods of best practice. School wide protocols are in place in forms of meeting logs and course team binders, to establish team collaboration, accountability and goal setting.</p>	
	Instructional coaching ----->			3
	<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>Teachers create instructional growth plans based on the area(s) they feel need added support. The plan is designed to encourage teachers to set goals and become more reflective in their teaching practices. In addition, teachers requesting additional support measures are paired with a mentor teacher to observe, provide feedback, and discuss methods of further development. Instructional support is also shared among teachers with-in the same courses and departments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Culture of Calm provides student development assistance and support to 9th - 12th grade students and their parents in the areas of decision making, critical thinking, and post-secondary importance. The program emphasizes the importance of academics in their future and students participate in a goal mapping process to introduce strategies for creating effective leaders. Senior Senate and National Honor Society are also offered to provide students with exposure to leadership and post secondary standards.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>We have several partners that offer unique supports for students. Roseland Ceasefire provides support to individuals at high risk of truancy, gang related activities and behavior problems. Black Star Project provides support in the form of behavioral therapy to students in need of stabilization due to substance abuse, social/emotional and/or psychological trauma. AssistHer focuses on at-risk female adolescents empowers girls to develop and express their strengths. Lastly, the Autism Program integrates students into physical and social interactions through programs such as the Recycling Project, Special Olympics, and school wide participation.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Alternatives, Inc. provides staff and student training on peer jury implementation. In addition, classroom and school behavior rules are clearly posted in all student frequented areas. Each grade-level has a Academy Administrator/Dean to enforce the Discipline Policy and provide guidance regarding the policies. Finally, ongoing professional development for staff regarding classroom management and de-escalation techniques, are offered to staff each school year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	At the start of the school year, students, parent and community members are encouraged to attend open house, registration and orientation. During this time, families and students are informed of the school's expectations with regard to behavior, academics and support. Also, teachers provide students and parents with syllabi for their courses and outline expectations for academic success. We provide transitional services for students in need.	
	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. 	Teachers and staff engage in on-going communication with families through weekly phone conversations, attendance meetings, newsletters, parent letters and home visits. Parents are regularly informed of their child's progress via gradebook, parent portal and open communication with staff and administration.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Parents are encouraged to attend school events and activities such as Talent shows, National Honor Society, Senior Fashion shows, Field trips, Open Houses, Light On After School, Special Education Annual Reviews, LSC and PAC meetings.	

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
N 6: College and Career Readiness Supports	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. 	<p>The school staff conducts extensive outreach and specialized support through teacher/student relationships and culture of calm community partners. In addition to staff members conduct home visits and homebound services. There are currently five agencies that provide specific social and emotional support for male and female students. Referral are given to families for the services of</p>	
	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. 	<p>Students are provided with early and ongoing exposure to college and career connections through university and college tours, in-house and external college fairs, and partnerships with Olive Harvey College, UIC, CSU, Upward Bound, TRIO, and CPS Talent Search.</p>	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Students are offered Senior Seminar and Counseling courses aligned to meeting all college and post secondary needs. 101 students are enrolled in AP courses as well as, opportunities for dual enrollment. All students, including those with special needs, have access and are enrolled in AP and Honors classes..</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. 	<p>Corliss has more than 20 extracurricular and enrichment opportunities listed but not limited to; Peer Jury, Student Council, USEmpowered, Special Olympics, Peer Mentoring, SES, School Ambassadors and 21st Century tutoring.</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.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>There is a testing culture in the building that is honored by all teachers. Students are prepared early on for college and career expectations through regular practice testing, data analysis and goal setting. Students are encouraged to do well, and are rewarded when they excel.</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>Eleventh grade students are exposed to a college and career culture through early college fairs and information sessions with colleges and universities. Seniors students have a Senior Seminar class directed at informing students of post secondary options and financial aid support.</p>	
Transitions ----->			4	
	<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>Corliss High School offers several in-house resources that help students overcome obstacles and ensure a successful transition into their post secondary plans. We have partnerships with neighboring colleges and universities. We also have programs such as Upward Bound, US Empowered and Senior Seminar that provide students with necessary skills and supports needed after commencement.</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.**

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary funding is driven by student achievement data and geared towards instruction. Those funds are allocated towards priorities in the areas of teacher professional development, instructional materials, and classroom manipulatives. Funding is also provided for student enrichment programs, teacher collaboration and college and career readiness resources.		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Hiring is conducted based on student need, class size and school population. The hiring process is a multistep process that includes an interview with the Department Chair, Teacher Teams, Administration and lesson demonstration. Candidates must exhibit the ability to believe in the school's mission, vision and staff expectations. Our goal is to have a diverse staff that includes a variety of expertise in each subject area.			
Use of Time ----->				3	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	The school schedule is designed based on student needs. Collaboration and meeting times are built into the teacher's schedule to allow time for common planning and professional development around the school wide focus and goals.			

Date Stamp November 22, 2012



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 Mission of George Henry Corliss STEM High School is to educate students in a technology centered, college and career learning environment that inspires the creativity in each and every student, to solve great challenges of our world through the use of technology in the disciplines of Science, Engineering, 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	On a quarterly basis in alignment with the Common Core State Standards we will identify a powerful practice and implement four corresponding learning cycles with a strong emphasis tracking student progress through the analysis of five week common assessments and the examination of student work.	This priority will increase the level of rigor in the classroom/curricula while ensuring students are taught according to the proper differentiated skills band needed to push them to the next level. Part of the mission is to empower students not only to meet state standards, but to exceed them; by focusing on Common Core and College Readiness Standards, students will be given the tools they need to exceed standards and individual goals.
2	The ILT will set school-wide achievement goals, analyze student work and assessment data, to determine the root cause of student performance and track the impact of changes in instruction on student achievement.	This priority will ensure the development of a continuous cycle of improvement with the use of progress monitoring to track student achievement aligned to ILT learning cycles. In addition ILT members will provide instructional coaching, modeling and peer review/observations.
3	To implement the RTI plan, inclusive of PBIS strategies and practices that address the social and emotional needs of students, and provide tiered supports and interventions.	This priority will allow the healthy, social and emotional development of students; rewarding them for positive behaviors and providing a progression of supports if they are "off-track".
4	To develop and foster a "College -Going Culture," with STEM serving as the foundation for dual enrollment, mentoring, and other post-secondary and career- readiness programs.	With STEM at the forefront, this priority ensures students will be exposed to the level of academic rigor that will prepare them for post secondary educations and jobs of the 21 century.
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
On a quarterly basis in alignment with the Common Core State Standards we will identify a powerful practice and implement four corresponding learning cycles with a strong emphasis tracking student progress through the analysis of five week common assessments and the examination of student work.	This priority will increase the level of rigor in the classroom/curricula while ensuring students are taught according to the proper differentiated skills band needed to push them to the next level. Part of the mission is to empower students not only to meet state standards, but to exceed them; by focusing on Common Core and College Readiness Standards, students will be given the tools they need to exceed standards and individual goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of summer of 2012, all 9th and 10th grade English and Math teachers will have participated in professional development in the area of Common Core State Standards. In addition, all department chairs would have attended the CCSS summer professional development offered by the Network.	Instruction	All	All 9th and 10th grade English and Math teachers and Department Chairs	Summer 2012	Summer 2012	On-Track	
Under the leadership of the ILT, Department TCT TCTs will engage and conduct (1) Root Cause Analysis, SWOT Analysis (2) Goal- setting and creating actions plans by department. At this time, they will be informed of the tools used to monitor actions plans.	Instruction	All	Every Teacher Team	Quarter 1	On-going		
Teachers will meet weekly to create lesson plans, meaningful assessment, and professional development focused on the key components of the learning cycle. During this time, TCT will engage in school-wide workshops that will lead them in the development of vertically aligned curriculum maps, assessment, unit and lesson plans and reflective of CCSS and the powerful practice.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Teachers will engage in school-wide professional development focused on the key components of the learning cycle. During this time, TCT will engage in school-wide workshops that will lead them in the development of vertically aligned curriculum maps, assessment, unit and lesson plans and reflective of CCSS and the powerful practice.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Under the leadership of ILT member, department calendar, targeting and monitoring key performance indicators of success as it relates to the powerful practice.							

Strategic Priority 1

TCTC will engage in peer review observations effectiveness of powerful practices. Data collected from each deparatment will be analyzed and discuss I during ILT meeting compared to the Strategic Plan for Instructional Improvement.	Instruction	Other student group	Literacy Team/9th Grade English and Reading Teachers	Quarter 1	On-going		
Data from Teachers will increase student achievement by 15% by means of weekly meetings to create lesson plans, meaningful assessments, examine data and incorporating project based learning.	Instruction	All	Teacher Teams	Quarter 1	On-going		

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
The ILT will set school-wide achievement goals, analyze student work and assessment data, to determine the root cause of student performance and track the impact of changes in instruction on student achievement.	This priority will ensure the development of a continuous cycle of improvement with the use of progress monitoring to track student achievement aligned to ILT learning cycles. In addition ILT members will provide instructional coaching, modeling and peer review/observations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
By the end of the first quarter, all ILT members will have worked with departments to goal set and create professional development plans geared towards monitoring the implementation of school wide goals	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Quarter 1	Quarter 1		
The ILT, along with teacher teams will work to develop school wide achievement goals in the area of literacy, attendance, technology, math and science.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Summer 2012	Quarter 1		
By the end of the school year, the ILT will have conducted at least four learning cycles geared towards examining student achievement data and enhancing student performance in the areas of English, Reading, Math and Science.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Quarter 1	Quarter 4		
In In June the ILT will conducted a self-assessment to submit to the Network office.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Summer 2012	Summer 2012		
In mid-July, the ILT will assign roles and responsibilities to team members, establish clear norms and protocols for building trust.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Summer 2012	Summer 2012		
The ILT analyzes achievement data and develops protocols for engaging TCTs in each component of the strategic planning process by using protocols: - (1) Root-Cause Analysis (2) SWOT Analysis (3) Goal-Setting (4) Action Plans and (5) Systems Protocols for monitoring action plans.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Quarter 1	Quarter 1		
ILT will develop calendar, identifying key meetings, reviews and professional development activities.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Quarter 1	Quarter 3		



Strategic Priority 2

During the third week in July, with various content—area TCT’s will meet daily, ILT will engage TCT’s in the develop of a vertically aligned Strategic Plan for Instructional Improvement.	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administrati on	Quarter 1	Quarter 1		

Strategic Priority 3

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

Strategic Priority Description	Rationale
To implement the RTI plan, inclusive of PBIS strategies and practices that address the social and emotional needs of students, and provide tiered supports and interventions.	This priority will allow the healthy, social and emotional development of students; rewarding them for positive behaviors and providing a progression of supports if they are "off-track".

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
With professional development and planning, 100% of teachers will have a vast knowledge of how to implement RTI and PBIS specifications, tiered supports and interventions by the end of the summer.	Professional Development	All	Administration/ Rtl Coordinator	Summer 2012	Summer 2012		
Teachers will increase freshman on track by 5% with the use of student reflection sheets, remediation plans and data tracking every 5 weeks, to frequently review and update student strengths and weaknesses as well as strategies and interventions.	ILT/ Teacher Teams	All	Freshmen Teachers	Quarter 1	Quarter 4		
Administrators will review data rooms and attend department meetings monthly and weekly grade-level meetings, to monitor supports and interventions in an effort to increase attendance by 5% and decrease failures by 8%.	Instruction	All	Administrators and Department Chairs	Quarter 1	On-going		
Special Education Teachers will assess I education students level of academic achievement, every 5 weeks to determine the effectiveness of accommodations and modifications and to increase evidence based behavior interventions by 10%.	Other	Students With Disabilities	Administrator Observers/ Service Providers	Quarter 1	On-going		
Implement school--wide incentive plan targeting academics, attendance and behavior.							



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
To develop and foster a "College -Going Culture," with STEM serving as the foundation for dual enrollment, mentoring, and other post-secondary and career- readiness programs.	With STEM at the forefront, this priority ensures students will be exposed to the level of academic rigor that will prepare them for post secondary educations and jobs of the 21 century.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Restructure Advanced Placement Program to (1) Provide outreach for promote early recruitment for middle school students (2) Develop AP marketing strategy (3) Build course pathway inclusive of support and interventions to enaure success on AP Exam. In additon, AP teachers will attend professional development.	ILT/ Teacher Teams	All	ILT and Administration	Quarter 1	On-going		
Use assessment, attendance and misconduct data target student for dual enrollment and future internships with OHC and our corporate sponsor, Verizon.	Instruction	All	Teachers/ Administration/ CCC	Summer 2012	Quarter 1		
During the summer of 2013, at least 60% of STEM students will be enrolled in summer enrichment courses or community based service projects, in the fields of information technology, web development, network engineering/ security and database and cloud management.	Other	All	STEM Coordinator/ Community Partners/ Administration	Summer 2013	Summer 2013		
In collaboration with post-secondary partners (TRIO), school councelors and TCTS, each grade-level will develop and implemnt a college and career plan.							



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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