



Mission Statement

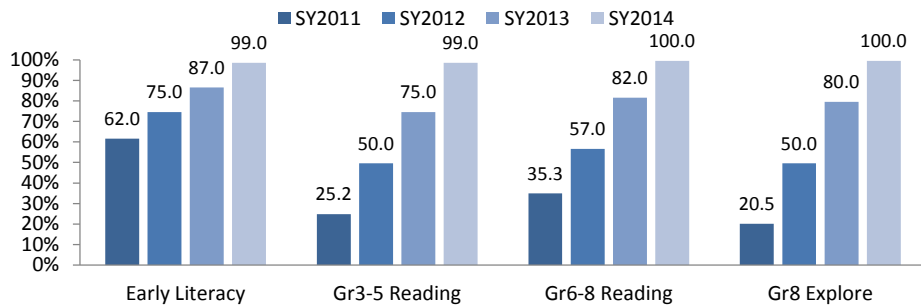
Higgins Community Academy will ensure that every child is prepared to become a leader of the 21st Century and compete in the global marketplace. Further, we will ensure that they are able to meet the workforce needs of this 21st Century global economy by providing students with an education that includes a solid foundation in the sciences, technology, engineering, thearts and mathematics (STEAM); creating successful individuals as the transition on to college and careers.

Strategic Priorities

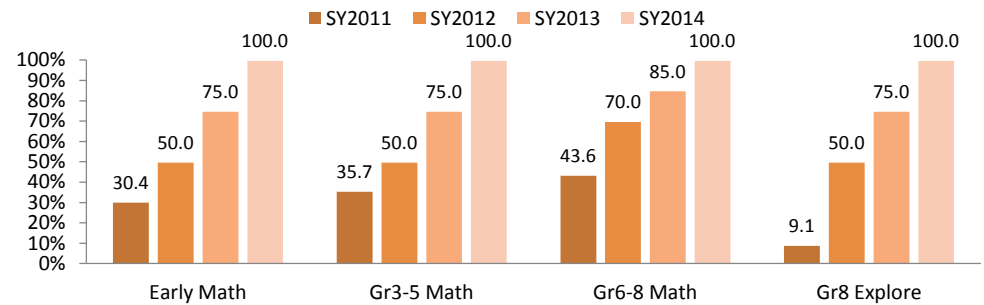
1. Literacy - Higgins will develop strategies for increasing literacy development focus not only on improving reading skills, but also on developing the higher-order thinking skills that will enable students to comprehend, analyze, write and communicate about ideas. Higgins will also develop well-designed literacy units that will provide students
2. Mathematics - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers
3. Science - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected
4. Technology - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers
5. Fine and Performing Arts - Higgins will engage students in the process of learning about different types of artistic expression, including different media and formats for artwork and different movements and styles throughout art history. This work will be commonly taught to students of all grade levels and integrated within and across

School Performance Goals

Literacy Performance Goals



Math Performance 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:	Thomas J Higgins Elementary Community Academy

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
Dr. Mable Alfred	Principal
Michael Gettings	Assistant Principal
Juwana Foster-Wells	Lead/ Resource Teacher
Lisa Coleman	Lead/ Resource Teacher
Dean Niedenthal	Lead/ Resource Teacher
Ima Brown	Counselor/Case Manager
Carissa Butler	Parent/ Guardian
Mantrise Atwater	Parent/ Guardian
Regina Lake	Classroom Teacher
Paula Henderson	Classroom Teacher
Kelly Farrell	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	62.0	75.0	87.0	99.0		Early Math % of students at Benchmark on mClass	30.4	50.0	75.0	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.2	50.0	75.0	99.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.7	50.0	75.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.3	75.0	87.0	99.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.7	75.0	87.0	100.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.3	57.0	82.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.6	70.0	85.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.0	80.0	90.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.8	75.0	85.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	20.5	50.0	80.0	100.0		Explore - Math % of students at college readiness benchmark	9.1	50.0	75.0	100.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.2	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	0.5	0.3	0.2	0.1

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	72.3	85.5	92.5	96.0		ISAT - Reading % of students exceeding state standards	9.8	25.0	37.5	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.5	92.5	95.0	98.0		ISAT - Mathematics % of students exceeding state standards	19.1	38.0	56.0	78.0
ISAT - Science % of students meeting or exceeding state standards	89.0	95.0	97.0	99.0		ISAT - Science % of students exceeding state standards	18.3	36.0	54.0	75.0

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. 	Each class has a data Higgins has a data room where teachers and the ILT discusses benchmark goals and next steps. In addition, teachers have to make an action plan for students as it relates to intervention and or enrichment. Teachers also has to implement school pacing chart or particular skills for school challenge areas in reading and math.	
	Principal Leadership ----->			4
	<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 has created a variety of opportunity for staff to grow. The principal has allowed staff to attend professional development based on needs and interest . For example Illinois Reading Council, Singapore Math, Illinois Reading Association, and beyond. The principal has added time for teachers to create and present professional development for teachers to present to staff members around new learnings.</p> <p>The principal has empowered students and families around AVID (college and career readiness) and the EXPLORE testing. The principal has in place regular parent meetings for parents, teachers and coaches to discuss latest strategies that the school is implementing for Reading, Math, and Science. The parents and students are aware of their goals by having data conversations with students and parents alongside with teachers and ILT team.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<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>The principal has created a safe environment to involve all stakeholders at Higgins. The school has an active ILT that helps administration set goals and expectations around strategies, data, curriculum. The ILT brainstorms challenges and provide support to teachers. The school has a grade level chair who sits on ILT to bring back school-wide goals, initiatives, strategies, and data trends. The school has an RTI coach and team who keeps accurate records for students progress and next step for intervention. The team ensures that the students in RTI has consistent schedules and materials. The school has set meetings for the CWIP team to plan and add input to the CIWP and give suggestions for improvement. The school has a regular reading and math coach who conducts professional developments, support observation/feedback, modeling etc. The staff has a active union representative to give addition information around CTU.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT has served as leaders in the school helping administration to plan a power of practice for the school. The ILT has conducted and aided in school learning walks as well as set up schedule for peer observation . The ILT is very active in using the data to plan next step for school trends, strengths, and challenges. The ILT engaged the staff in planning meetings to ensure that our school vision, mission and curriculum foci is being implemented and evaluated. The ILT is consistently using the data room as a mean of evidence for academic growth per student.</p>	
Monitoring and adjusting			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The school has a systematic approach that the teachers , parents , and students love to implement data. The school has created a school wide data room for parents, students, teachers, and ILT members to discuss data and next steps. This data includes school-wide data includes Scantron, DIBELS, and MClass Math. In addition to the school wide data room, each teacher has an individual data wall in their classroom. This data includes benchmark testing for standardized test and weekly assessments.</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>The ILT along with reading and math coaches created curriculum maps and pacing charts for teachers per grade level that included Common Core State Standards. In addition, teacher teams have made preparation to move to richer and deeper independent time by using lexile levels. The team has also been discussing text complexity by using strategies such as close reading. There have been long term plans in place for teachers to think about exemplar text for text complexity. The special education teachers have been collaborating with regular education teachers to ensure that students are using time on task and maximizing instructional time for core content and skills.</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>The grade level chairs and ILT has completed list of materials for current and next school year to ensure that exemplar texts and lexile level libraries to promote independent reading and text complexity. The regular education teachers and special education has chosen materials based on research practices for alliment for state standards , indepedent level , and enrichment.</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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Each teacher has a data binder that they bring to meetings with the principal, and ILT to discuss data. The teachers also have a data wall in the classroom for teacher to student discourse around benchmark testing, classroom weekly assessments etc. The teacher using formative data to create next steps for parents, students, and school wide goals. The teacher also use summative data to discover trends for the school. The school has color-coded rubrics reading and math short and extended responses. The the teachers have collaborated on grading reading and math short responses to notice trends and next steps per grade level and per classroom . The teachers are in the middle stages of creating performance task rubrics and in lesson plans level of mastery is included per skill. In the weekly lesson plans, teachers are noting their accommodations and modification for students. In addition regular education teachers and special education teachers are collaborating to ensure that modifications and accommodations are working for the success and academic growth for students. The teachers are continuing differentiated instruction professional development so we can tap into all student learning and</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>The teacher has an expectation school wide that all agendas are posted on the board/wipe board of the scope of the day which includes objectives, standards . The teachers have been using the QAR reading strategy along with thick and thin questioning strategy to aide in high -level questioning. The teachers have been incorporating blooms' taxonomy to ensure that the level of questioning to differentiate questioning for students. The teacher is using the (Gardner model) gradual release of responsibility for scaffolding instruction (model, gudied practice and independent practice). Each teacher uses a variety of formative assessment such as weekly skill test, writing samples etc. Each teacher is responsible for progress monitoirng progress during testing or guided reading approach, fluency running records etc.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has really worked hard to ensure that our RTI approach is done with fidelity and consistent. The school RTI coach has been trained on the school wide intervention such as corrective reading and forward planning of READ 180. The teacher has an educational support staff to help assist the flow and the consistency of our RTI plan. The assistance provides push-in support for RTI and for small group instruction(guided reading and math) The teachers have weekly common planning meeting with coaches along with feedback sessions with additional strategies for support inside and outside of the classroom. The RTI team has a system wide approach for monitoring using data binders and progress monitoring systems such as burst corrective reading etc.</p>	
Professional Learning	Whole staff professional development ----->			3
	<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>The school has met as a staff to develop goals as it relates to data on the school report card. The staff worked in teams to develop plans and long term realistic goals to improve with MCLASS math and DIBELS. The staff notice that it was a disconnect between primary and third grade. The school has provided on-site coaching and teacher collaboration that includes teacher team meetings, peer observation, using the Charlotte Danielson Framework for teaching as a mode for peer reflection and observation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate with weekly with coaches for common planning meetings to discuss data in the data room along with practical next steps. The reading and math coaches give research based and proven strategies to strengthen pedagogy and instructional practices. The teachers and coaches have a pacing progress-monitoring tool to meet deadlines for all progress monitoring. Teacher collaborate in a verticle and grade team cycle to discuss trends of the school in reading and math to develop an action plan for instructional delivery, small group instruction, assessments etc. The teacher teams are supported by the ILT through common planning, analyzation of student work, modeling, peer observation/feedback, and professional readings to increase knowledge and skills</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>Higgins have a reading and math cyoach who provides a weekly coaching cycle in form of common planning, teacher observations, teacher one-on -on planning and coaching, lesson plan review, modeling, peer observation, and feedback sessions. Coaches also provide time to have teachers analyze student work such as reading and math short constructive responses. Teachers have professional readings embedded in professional devlopments and common planning meetings based on teacher needs and school -wide initiatives. Coaches and teachers use Charlotte Danielson Framework as a mode of support and teacher reflection, professional growth, and next steps for improvement. New teachers are provided support with co-teachers and coaches to provide extra support. Professional development is provided based on teachers need, personal growth, and school-wide intiatives.</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>Teachers are all responsible for each student. Teachers collaborate to discuss student needs from classroom to classroom . Teachers have a Common Core flip chart that is easy to use and transport from school to home, and from meeting to meeting. Teachers use their pacing charts and common core flip chart to noice lessons and how to implement the college and career-ready standards. Each classroom has a special place that gives details on college and career standards and the classrooms have some form of decoration and or visual aids to remind students of college standards. Some students have writing samples, pictures, and visuals of college choices.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few oppourtunities 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>All students have adapoted the school-wide initative of data feedback. Each teacher is responsible for ensuring that they have one-on -one sessions with every student after each progress s and benchmark testing along with authentic comments and work during progress reports periods. The pattern have been set for student to understand how to reach their goals. Even in primary, the coach and teachers designed a goal setting tool that will help younger students create an action plan for achievement.</p> <p>It is also a school-wide plan for a safe enviaornment for all students and have classroom rules that provide respect of culture, respect , and consequences. Special education are in classroom setting with regular students through classroom projects, whole-group assignments etc</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>Students and parents are full aware of the school policies and have regular meetings to discuss p implementation of disciplines. Students and parents have school wide contracts that discuss a systematic tired approach to rules and consequences of a scale of severity. The school also have a school-wide approach of dollars that promote positve behavior and incentives for following rules and norms set o.n the parent, teacher, student contract.</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 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal provides powerpoint presentations using the school report card and our data room as visual aids to discuss school performance. The principal goes in great detail on where we are as a school and give parents direct information on the next steps per grade level and individual classrooms. The principal gives the parents an action plan that has been created by the ILT to move students academically. The coaches have meetings with the parents to give them hands-on experience with lessons, professional readings to aide them in specific skills and strategies that their students will need inside and outside the classroom. The parents are invited and have visited the data room to look at their students data during testing benchmarks. The principal provides hands-on forums for parents to discuss data and to get experience of what</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Parents, coaches, and teachers have monthly meetings to discuss trends in classroom and next steps. The coaches provide hands-on communication and activities so parents can get a look at what a lesson in reading, math, writing, science feels like at Higgins. Parents are aware of rubrics and how students are graded on a variety of standardized tests and how they can help move students academically.</p>	
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 a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school has provided two literacy and math nights for parents to become involved with activities that promote student academic and social growth. Parents have been involved in an ISAT night where students and teachers performed songs, skits to promote a healthy testing environment for all. The principal has allowed for an open door policy at Higgins for parent conferences and observations with teachers along with parent meetings to discuss trends and challenges of the school. Parents have a voice in the academic and social engagement at the school through the PPLC, LSC and after school activities. Parents have taken ownership of having their own parent meetings, bake sale, holiday sales to get more parental</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 		
	College & Career Exploration and election ----->			4
	<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. 	The school is AVID certified. AVID, Advancement Via Individual Determination, is a college readiness system for elementary through postsecondary that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective	
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. 	The school engages Middle School students in Choices Planner. CHOICES PLANNER is a career guidance and information system, which can help students increase their self-awareness, set priorities, and create educational/occupational plans for college and beyond.		
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. 	The school is very emerged in extra curriculum activities. After school enrichment programs run for 20 week to enhance reading, math and science . Other extra curriculum activities run for 25 week and they includes: Chess, Math Club, Tech Crew, Voice, Sports, Book		

School Effectiveness Framework

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	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>The school engages Middle School students in Choices Planner. CHOICES PLANNER is a career guidance and information system, which can help students increase their self-awareness, set priorities, and create educational/occupational plans for college and beyond.</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. 	N/A	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school pre-K teachers is apart of pacing, unit planning, and data conversations for verticle planning for transition to kindergarten. The pre-K teacher is familiar with the flow and the expectations of Kindergarten and the new Common Core State Standards. Higgins is AVID certified which is a high school connection for students as it relates to necessary skills and strategies for high school. The school has purposefully created a AVID class for middle school students during the day to increase higher order reading, writing, and thinking skills that</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 ----->				4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school spends 80% of its discretionary funds to hire additional staff to reduce class size and advance technology. We have developed 21st Century classrooms which includes Smartboards, Ipads, Document Cameras, digital cameras, Ipods, computers, laptops, and mobis.</p>		
	Building a Team ----->				3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The principl and the ILT discuss all needs of the stuent and our school-wide initiatives before the hiring proess began. The ILT helps oversees the resume submission along with the interview process for possible candidatess for hire. During the interview process, candidatites must give a philosphy of education along with views of after school. Candidates be familiar with the Common Core State Standards and how to analyze basic classroom data. The interview team gives the candidates opportunities to demonstes knowledge around state standards along with a differentiated lesson . The grade team also has an input on interviews by having candidates visit, observe and get a feel for the student population for a particular grade. Teachers give their feed back on this visit, observation, or lesson demonstration. The interview team gives opportunities for candidates to discuss parental involvement best</p>			
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. 	<p>The school has develop purposeful and meaningful schedules so grade teams can meet on a weekly basis for common planning with the coach. Also, they meet as teacher teams twice a week to plan and give feedback on a variety of instructional practices, to share strategies, and classroom activities. Teachers collaborate on thematic unit thems per grade level. Teachers use their data walls in the classroom and in the data room to ensure that the students have proper RTI practices. The education support staff and teacher creates an action plan for the RTI students and their progress</p>			

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

Higgins Community Academy will ensure that every child is prepared to become a leader of the 21st Century and compete in the global marketplace. Further, we will ensure that they are able to meet the workforce needs of this 21st Century global economy by providing students with an education that includes a solid foundation in the sciences, technology, engineering, thearts and mathematics (STEAM); creating successful individuals as the transition on to college and careers.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy - Higgins will develop strategies for increasing literacy development focus not only on improving reading skills, but also on developing the higher-order thinking skills that will enable students to comprehend, analyze, write and communicate about ideas. Higgins will also develop well-designed literacy units that will provide students with frequent opportunities to use language--reading, writing, listening, and speaking--for varied and authentic purposes.	The current levels of demonstrated mastery of high-literacy concepts by Higgins students are not acceptable. They do not reflect the common high expectations delineated by new Common Core State Standards. Action must be taken to strengthen student and teacher capabilities to support the development of high-literate thinkers. Full access for all students to the increasingly rigorous curriculum is an important component of the school's transformation work.
2	Mathematics - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.	Current math data show that 85.5% of students are just meeting academic standards. This does not reflect the high expectations of the Common Core State Standards. It is time for Higgins to look into a different kind of mathematics classroom. Action must be taken to create classrooms that combine the necessary skills for rigorous teaching, with the essential component of a hands-on, integrated experience in mathematics.
3	Science - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.	Data proves that our students are not exceeding in the areas of math and science. Without a first class education in math, technology, and the sciences, Higgins students face a difficult future and a dramatically lower standard of living as adults. The staff at Higgins believes that STEM will offer a creative solution to the achievement gap in these subjects.

4	<p>Technology - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.</p>	<p>In order to inspire and challenge our 21st century learners, Higgins will adopt a four-pronged approach to STEM education: STEM focused classes and enrichments, School-Wide research projects on STEM themes, STEM extra-curricular activities, and the STEM Summer Institute.</p>
5	<p>Fine and Performing Arts - Higgins will engage students in the process of learning about different types of artistic expression, including different media and formats for artwork and different movements and styles throughout art history. This work will be commonly taught to students of all grade levels and integrated within and across disciplines.</p>	<p>The arts speak to the profoundest depths of a person's identity to become a vital contributor to the 21st Century global community. Higgins is a fine and performing arts school. We will continue to integrate the arts across the curriculum, understanding that a creative mind fashions an agile critical thinker and problem solver. The arts will be a foundational partner to our STEAM approach to learning.</p>

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
Literacy - Higgins will develop strategies for increasing literacy development focus not only on improving reading skills, but also on developing the higher-order thinking skills that will enable students to comprehend, analyze, write and communicate about ideas. Higgins will also develop well-designed literacy units that will provide students with frequent opportunities to use language--reading, writing, listening, and speaking--for varied and authentic purposes.	The current levels of demonstrated mastery of high-literacy concepts by Higgins students are not acceptable. They do not reflect the common high expectations delineated by new Common Core State Standards. Action must be taken to strengthen student and teacher capabilities to support the development of high-literate thinkers. Full access for all students to the increasingly rigorous curriculum is an important component of the

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop 4-6 Units or Themes using Backward Design Model to imbed literact across and within other content areas.	Instruction	All	Literacy Coach	Quarter 1	On-going		
Engage staff in summer planning retreat to create integrative units for teaching and learning	After School/ Extended Day	Not Applicable	Principal	Summer 2012	Summer 2012		
Embed Language Arts and Social Studies with STEAM (LASS)	Instruction	All	Literacy Coach	Quarter 1	On-going		
Increase Text Complexity using Lexile and Exemplar Text to promote literacy success	Instructional Materials	All	Literacy Coach	Quarter 1	On-going		
Increase Academic Vocabulary to improve school-wide vocabulary skills	Instructional Materials	All	Literacy Coach	Quarter 1	On-going		
Create Classroom Lexile Libraries in all classes to promote reading success	Instructional Materials	All	Literacy Coach	Quarter 1	On-going		
Implement Choices Planner - Online Career Portfolios to provide student options for college and careers.	Other	Other student group	Literacy Coach	Quarter 1	On-going		
Expand AVID program to promote college and careers success	Other	Other student group	AVID Coordinator	Quarter 1	On-going		
Employ a part-time Literacy Specialist to improve teacher capacity and enhance student learning	Other	Not Applicable	Principal	Quarter 1	Summer 2013		
Implement the Reader Workshop to promote independent reading	Instruction	All	Literacy Coach	Quarter 1	On-going		
Employ additional teachers to reduce class and improve student to teacher ratio	Instruction	All	Principal	Quarter 1	On-going		
Provide professional development to improve teacher literacy capacity	After School/ Extended Day	All	Principal	Quarter 1	On-going		



Strategic Priority 2

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
Science - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.	Data proves that our students are not exceeding in the areas of math and science. Without a first class education in math, technology, and the sciences, Higgins students face a difficult future and a dramatically lower standard of living as adults. The staff at Higgins believes that STEM will offer a creative solution to the achievement gap in these subjects.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for teachers, teacher collaboration, leadership training, and co-planning across grades will be inherent and core elements in the design of STEAM Focus schools.	After School/ Extended Day	Not Applicable	Principal	Summer 2013	On-going		
Develop and implement a STEAM committee that engages in school-wide STEAM planning	After School/ Extended Day	Not Applicable	Science Coach	Summer 2012	On-going		
Purchasing engineering software to enrich the STEAM focus.	Equipment/ Technology	All	Science Coach	Quarter 1	On-going		
Purchase additional instructional materials that will enhance biotechnology and incorporate problem-based learning	Instructional Materials	All	Science Coach	Quarter 1	On-going		
Develop and implement an after-school Stellar Girl program to introduce girls to a STEAM curriculum and careers.	Other	Other student group	Science Coach	Quarter 1	Summer 2013		



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
Technology - The Science, Technology, and Mathematics will works to support our STEM focus. This interdisciplinary bridging among disciplines will offers our students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education will assist Higgins in removing the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.	In order to inspire and challenge our 21st century learners, Higgins will adopt a four-pronged approach to STEM education: STEM focused classes and enrichments, School-Wide research projects on STEM themes, STEM extra-curricular activities, and the STEM Summer Institute.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide additional computers to be utilized continuously and seamlessly for instruction, collaboration and assessment	Equipment/Technology	All	Tech Coordinator	Quarter 1	On-going		
Provide for ongoing, sustainable professional development to encrease staff capacity technology usage	After School/Extended Day	Not Applicable	Principal	Quarter 1	On-going		
Provide for additional technological equipment that will enhance learning and foster the STEAM focus	Equipment/Technology	All	Tech Coordinator	Quarter 1	On-going		



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
Fine and Performing Arts - Higgins will engage students in the process of learning about different types of artistic expression, including different media and formats for artwork and different movements and styles throughout art history. This work will be commonly taught to students of all grade levels and integrated within and across disciplines.	The arts speak to the profoundest depths of a person's identity to become a vital contributor to the 21st Century global community. Higgins is a fine and performing arts school. We will continue to integrate the arts across the curriculum, understanding that a creative mind fashions an agile critical thinker and problem solver. The arts will be a foundational partner to our STEAM approach to learning.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to foster integrating the arts across the curriculum.	After School/ Extended Day	All	Fine Arts Coordinator	Quarter 1	On-going		
Purchasing art supplies that will help to enrich the lives of students as they engage in the STEAM process.	Instructional Materials	All	Fine Arts Coordinator	Quarter 1	On-going		
Create partnerships with various art organization and museums across the City of Chicago that enhance academic growth and inform students of art related careers.	Other	All	Fine Arts Coordinator	Quarter 2	On-going		
Providing for consultant to work with students and teachers, facilitating art integration.	Other	All	Fine Arts Coordinator	Quarter 1	On-going		



Strategic Priority 5
