



**2012-2014 Continuous Improvement Work Plan**

# Infinity Math Science and Technology High School

West Side High School Network  
3120 S Kostner Ave Chicago, IL 60623  
ISBE ID: 150162990250837  
School ID: 610384  
Oracle ID: 55151



## Mission Statement

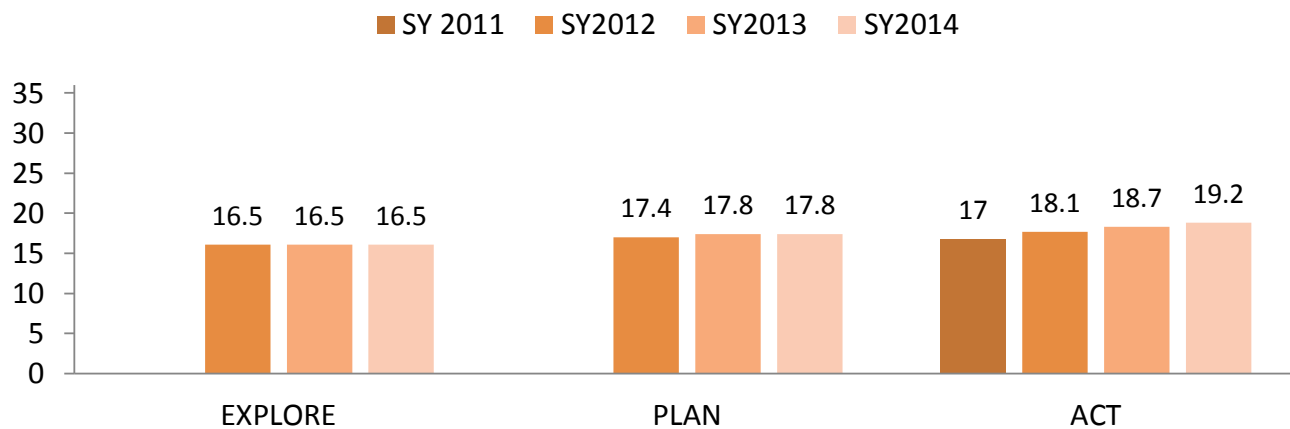
Infinity Math, Science, and Technology High School is committed to providing a safe and engaging learning environment. Infinity promotes a familial atmosphere for all students while assisting them in establishing life-long goals. Exposure to research-based methods provides our faculty with ongoing professional development that ensures our students experience high-quality teaching and learning opportunities. Infinity's rigorous, student-centered academic program, along with its strong community link, strategically connects students with education, socailm and community development.

## Strategic Priorities

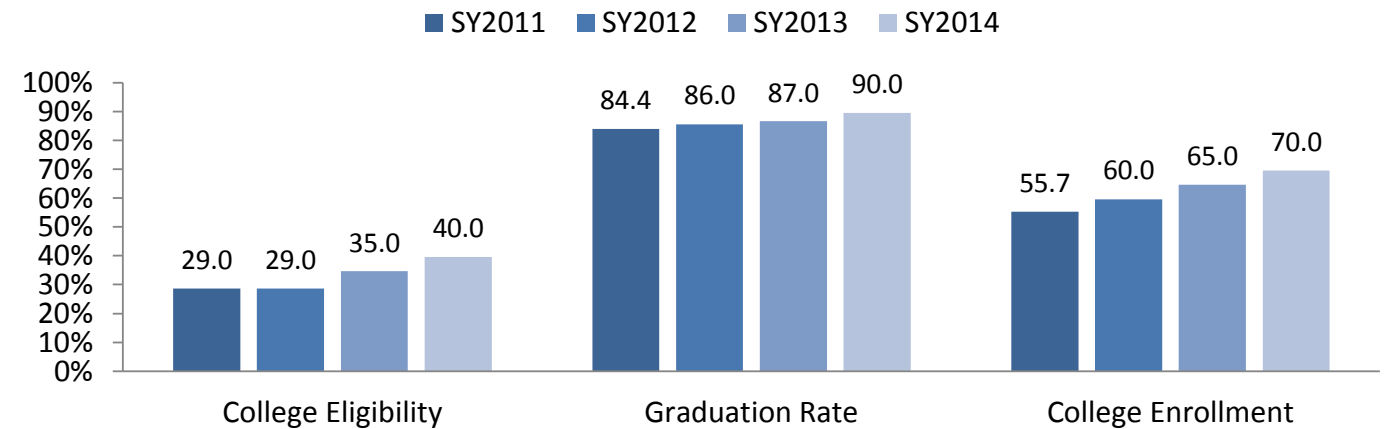
1. Provide professional development on Common Core State Standards (CCSS) and align curriculum to CCSS and College Readiness Standards (CRS) to ensure all students achieve expected gains
2. Provide opportunities for teachers to investigate REACH Students and ensure rigorous lessons are planned and implemented to increase student achievement
3. Adopt "block" periods as part of Full School Day to extend students' learning experiences in order to raise academic achievement as it relates to literacy in all subject areas (ELA, math, science)
4. Plan and implement events that connect parents and students to the school

## 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](http://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:

Infinity Math Science and Technology 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
Patricia Brekke	Principal
Sabrina Walker	Lead/ Resource Teacher
Sarah Schneider	Lead/ Resource Teacher
Dawn Cox	Lead/ Resource Teacher
Beatriz Santin	Lead/ Resource Teacher
Cathleen Notter	Assessment/Data Faculty
Salvador Venegas	Classroom Teacher
Rebecca Bancroft	Counselor/Case Manager
Nancy Compean	ELL Teacher
Maria Sauerzapf	LSC Member
Jose Aleman	LSC Member
Sophia Papaefthimiou	Lead/ Resource 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
<b>9th Grade - EXPLORE</b> Average EXPLORE score		14.9	16.5	16.5	16.5	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	29.0	29.0	35.0	40.0
<b>10th Grade - PLAN</b> Average PLAN score		16.4	17.4	17.8	17.8	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	84.4	86.0	87.0	90.0
<b>11th Grade - ACT</b> Average ACT score	17.2	15.5	18.1	18.7	19.2	<b>College Enrollment</b> % of graduates enrolled in college	55.7	60.0	65.0	70.0

### EPAS Growth

	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	1.3	1.3
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	1.3	1.4

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	92.2	94.0	95.0	95.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	7.5	5.6	5.0	4.0
<b>Freshman On-Track</b> % of Freshman Students on-track	98.1	95.0	95.0	95.0	<b>Sophomore On-Track</b> % of Sophomore students on track	79.4	83.0	87.0	91.0



## 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.

## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	25.4	30.0	33.0	36.0		<b>PSAE Reading</b> % of students exceeding state standards	4.8	2.0	3.0	4.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	46.0	45.0	48.0	51.0		<b>PSAE Mathematics</b> % of students exceeding state standards	1.6	2.0	3.0	4.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	30.2	3.0	33.0	36.0		<b>PSAE Science</b> % of students exceeding state standards	3.2	1.0	2.0	3.0

**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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school's Instructional Leadership Team created a multi-year Strategic Plan, in addition to the school's SIPAAA, where school priorities were identified and resources were aligned to support the school in meeting its annual goals. Core priorities focus on Freshmen/Sophomore On-Track, school-wide attendance, postsecondary enrollment, EPAS gains, dropout rates, and AP enrollment/success. Data, as determined by the CPS Performance Policy, is tracked and monitored by the school's Leadership Team and individual departments and grade levels. Through ongoing data analysis, teams work to continuously identify instructional concerns and create targeted strategies to narrow the achievement gap and</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal observes and conferences with all teachers on a regular basis to provide feedback and assist in the development and implementation of best practices in the classroom. Among other professional development opportunities, all teachers participated in the Take One or National Board Certification Process during the 2011 - 2012 school year in order to grow in their content knowledge and improve their practices.</p> <p>Under the leadership of the principal, all junior and senior students have been given college and career readiness support in junior and senior seminar classes. These courses, coupled with other curricular and extracurricular activities, have provided invaluable opportunities and exposure to postsecondary options.</p> <p>Principal regularly communicates with families and communities by means of LSC and PAC meetings, involving these stakeholders in the goal-setting and monitoring process.</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
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>The majority of teachers hold at least one leadership role in the school; many contributing to various teams through multiple leadership roles.</p> <p>All teachers participate in weekly grade level and department meetings, and whole staff meetings are held regularly throughout the school year. During these meetings, teachers are given the opportunity to communicate and collaborate about best practices and strategies for school and student improvement.</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
<b>Instructional Leadership Team (ILT)</b>			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>All departments and grade levels are effectively represented on the ILT.</p> <p>The ILT develops and implements schoolwide structures in order to improve teaching and learning practices in the school. ILT members assist in the development of professional development opportunities and coaching of new staff members.</p> <p>The ILT members facilitate two-way communication regularly between the teams they lead and the ILT, engaging in a continuous dialogue about school improvement.</p> <p>The ILT continuously analyzes data, and through this analysis strengths and weaknesses are targeted. The ILT, in collaboration with their teams, addresses these strengths and weaknesses in curriculum and classroom practices. Teachers target the skills that students are weak in or are missing and address them through whole class and small group instruction. Then, when the next assessment occurs, these weaknesses are reflected upon to see if</p>	
<b>Monitoring and adjusting</b>			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school has established and regularly implements assessment analysis protocol to set, monitor, revise, and reflect upon our goals related to student performance on curriculum and state standards. A similar protocol has also been established for goals related to non-academic areas such as attendance and postsecondary goals. Both protocols allow for the most effective use of available data in the school.</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
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	Both the Math and Science departments have completed 4- year cycles of curriculum maps that are aligned to the College Readiness Standards (CRS), as well as the Common Core State Standards (CCSS). 5-week project-based units have been developed, in addition to formative and summative assessments aligned to CRS and CCSS. The English and Social Science department have completed CRS and CCSS-aligned units to roll out in the first quarter of FY13. The work will continue during summer planning sessions, as well as during professional development planning time on early release days. These departments have also initiated the process of leveling texts to determine complexity by grade level and course.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Some departments make use of differentiated texts while others are in the process of identifying additional support materials that meet Common Core State Standard requirements for text appropriateness and complexity. Most departments have varied instructional materials that align with CCSS, including texts, technological resources and other instructional materials.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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>				



## 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>EPAS data is constantly available and referenced by departments and teachers, and used to inform curricular decision making. Student trend data is analyzed over time to document individual growth in performance. Most departments utilize this data to create reteaching plans and monitor student mastery of missed skills. Assessments vary in type, with the majority of teachers using performance-based tasks, in addition to paper-pencil assessments. The school has made a deliberate move towards collaboration between the General Education, Special Education, and Bilingual/ESL teachers.</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
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Most teachers post daily agendas that include a student-friendly statement that outlines the skill they will learn that day. Teachers use a combination of low and high level questioning techniques</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
----------------	------------------	----------	------------

<b>Intervention</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Most teachers request diagnostic support for students with academic needs, but no official screening process has been established. In place of diagnostic assessments, departments use EPAS data to identify CRS skill gaps and inform curricular design. Performance task assessments are currently being developed to assess CCSS skill acquisition. We offer double mathematics and reading plus english support courses at the 9th grade level, but do not offer double blocks at other grade levels. Students whose IEPs require the inclusion of a one on one support aide have a dedicated aide throughout the school day. Grade level teams identify and monitor tiered student RTI lists; most teachers make use of these fluid lists to provide differentiated instruction for students.</p>	

<b>Whole staff professional development</b> ----->			<b>3</b>
--	--	--	----------

<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>This current year all teachers at Infinity Math, Science and Technology High School participated in the National Board for Professional Teaching Standards through Take One. It provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Infinity has adopted the utilization of the Danielson Rubric for teacher and counselors to improve the reliability of our evaluations. We meet as a faculty and in departments to unpack the process and collaborate on the continual improvement of instruction. All Infinity faculty members are currently participating in professional development in the teaching of reading. These</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
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>At Infinity Math, Science and Technology High School our grade level teams meet weekly and are composed of heterogeneous groupings that include ILT members, support staff, special education teachers, counselors, and bilingual teachers. Departments as well as grade level teams meet weekly to collaborate over EPAS data, monitoring on track rates and secondary planning. D and F reports are evaluated weekly and strategies for student improvement are shared. All grade level teams and departments have pre-set agendas, as well as protocols for all meetings. In these meetings we strive to assist each other in strategies, research and to transform how learning is practiced each day, and to expand the range of measures in student achievement.</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>At Infinity Math, Science and Technology High School we recognize that quality teaching is the most significant factor affecting student achievement. Assisting teachers in enhancing their practices can help schools to meet the expectations set by national standards. National Board certified teachers mentored all teachers pursuing their Take One certification and National Board Certification this school year. We also participated in new teacher mentoring. All new teachers were paired with a veteran teacher to provide them with support and encouragement. We believe that familiarizing incoming teachers with school procedures and guidelines, and daily reflection and evaluation of teaching practices. Many teachers receive quality feedback through their evaluations, grade level meetings and department meetings.</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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Through a shared vision around postsecondary expectations, the school has created a structured plan to increase our college-going culture. Counselors and teachers work in concert with one another to organize programs and activities that are geared towards increasing postsecondary awareness and experiences. The school has been more intentional about including parents in the college search and enrollment process. At all grade levels, students are engaged in making connections between their EPAS gains and college readiness and enrollment. Students track and monitor their academic accomplishments to ensure they are meeting the</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>The school has been able to establish a strong sense of student/adult advocacy. At-risk students, are assigned adult mentors who meet with students in one-on-one sessions to track and monitor their academic growth and social/emotional supports. The school's My School, My Voice survey data reports that students feel they are treated with a high level of respect and disruptive behaviors are addressed in a fair and consistent manner. Students with disabilities are integrated in both the physical and social aspects of the school community. A majority of teachers integrate the students' home and cultural experiences by bringing those values into the classroom setting to maximize instruction.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The school uses a Peer Jury referral process to address behavioral infractions in Groups 1-3. Peer Jurors participate in annual training workshops to develop their capacities to effectively and systematically address negative behaviors. Students with repetitive infractions are placed on attendance, behavior, and/or academic contracts and are monitored by teams of teachers and administrators. Services are looped to support behavioral, social/emotional, and/or academic needs of our students.</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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Principal provides school performance information during freshman orientation, open house, high school investigation days, local school council, parent advocacy committee, school report card. Teachers provide course expectation at open house/ orientation/ parent teacher conference and on an individual basis, as needed. On-line parent grade portal training is available for all parents. Staff provide support to families wishing to relocate through meetings and conferences. Unofficial transcript and any other relevant information needed for smooth transition is provided to families.	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Grade level teams monitor and intervene with off-track students via mentorship programs, parent calls/ conferences, and quarterly newsletters.	
	<b>Bonding</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	Bilingual clerical staff provides welcoming environment to parents. School invites families to attend events such as international night, math night, digital arts fest, awards ceremonies, half-cap ceremony, assemblies, talent shows, music shows, guest speakers, national honor society, sports banquet, college fairs, and field trips.	

**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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	The school provides specialized support through home visits, on-site Alivio Health Clinic, Sylvan After School tutoring, parent support group, after school community programming. Core and non-core teachers provide after school tutoring and homework help to ensure students achieve high levels of learning.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The school provides early exposure to college and career options through What's Next Illinois on-line program, guest speakers, AVID curriculum, college visits (including classroom visits), college representatives.	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	All senior students participate in senior seminar. Senior seminar classes review college applications, personal statements, track scholarships, provide information to colleges, complete FAFSA, college trips. AVID and junior seminar curriculum expose students to academic planning at the junior level. School has expanded to offer more honors and AP courses.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The school offers both social and academic extracurricular activities including, but not limited to, drama club, French Club, Debate, Legal Clinic, Kaplan, Academic Decathlon, Yearbook, and Book Club. Further, there are partnerships with Enlace Chicago and After School Matters that provide opportunities for students to explore additional activities.		

## 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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Students complete career interest inventories through the Advisory period to strengthen a college-going culture. Ninth through 11th graders track their EPAS gains on their Score Cards and set goals for improvement. Juniors partake in ACT/PSAE preparation workshops through core classes and/or the Kaplan Complete program to improve their opportunities to improve their ACT scores so that their chances to apply to selective schools increase. Cohorts of juniors</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school provides information to students through AVID classes for one cohort of students in 9th through 11th grade. Seniors enroll in the Senior Seminar course and receive information about postsecondary institutions, as well as assistance with the application process. College reps are invited into the seminar and AVID classes to speak to students. External partners offer workshops, and invite college representatives to annual fall and spring college fairs, and host an annual Open House event held at the beginning of the school year for parents.</p>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>The school hosts High School Investigation Days and invites all incoming 9th grade students from its feeder schools to tour the building and meet students and teachers., Freshman Orientation Night is hosted by 9th grade teachers and the administration to ease students' transition into the high school setting. An on-site 8th grade Algebra program is offered to strengthen relationships and recruitment practices. Counselors visit elementary feeder schools with current students to inform perspective students about the school. Summer transition counseling is provided to transition seniors in the college registration process.</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	
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>4</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Infinity has allocated discretionary resources to elicit the greatest impact on student learning outcomes. All of the school's discretionary spending directly aligns to to the needs of both the students and the staff. In an effort to be more effict and to produce better academic and social outcomes for students, Infinity has allocated funding to expenditures that directly impact instruction and progress towards postsecondary enrollment. These expenditures include books, instructional equipment,technology resources, classroom supplies and teacher professional development.</p>		
	<b>Building a Team</b> ----->				<b>4</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Infinity recognizes that teacher quality plays a key role in improving student learning. Therefore, the school has worked tirelessly to secure and retain high quality teaching professionals. Infinity has developed of a multi-tiered protocol for candidate selection whereby a vaiety of team members engage in the hiring process. Both grade level teams and course teams are involved in the candidate selection process. The school has secured partnerships with various colleges, universities and select teacher recruitment programs to assist in securing highly qualified candidates for teaching positions.</p>		
<b>Use of Time</b> ----->				<b>4</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Infinity has designed a master schedule to best fit the needs of all students. The master schedule permits students to be educated in the most appropriate classroom environment (ELL, CTT, Instructional) so that their academic needs are met. Both grade level and course team collaborative meeting time has been integrated into the school schedule. A staggered entry/dismissal provides additional time for interventions to place via parent conferences, tutoring and one-on-one support from teachers.</p>		



## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

Infinity Math, Science, and Technology High School is committed to providing a safe and engaging learning environment. Infinity promotes a familial atmosphere for all students while assisting them in establishing life-long goals. Exposure to research-based methods provides our faculty with ongoing professional development that ensures our students experience high-quality teaching and learning opportunities. Infinity's rigorous, student-centered academic program, along with its strong community link, strategically connects students with education, social and community development.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Provide professional development on Common Core State Standards (CCSS) and align curriculum to CCSS and College Readiness Standards (CRS) to ensure all students achieve expected gains	Increase rigor and relevancy in daily instruction; increase literacy through integration across all subject areas
2	Provide opportunities for teachers to investigate REACH Students and ensure rigorous lessons are planned and implemented to increase student achievement	Increase rigor in the classroom settings; foster clear and ongoing communication of instructional expectations; realize a research-based tool for instructional outcomes to enhance teaching and learning; connect four domains (planning, instruction, classroom environment, and professional learning); foster teacher reflection as it relates to student performance and professional practice and growth
3	Adopt "block" periods as part of Full School Day to extend students' learning experiences in order to raise academic achievement as it relates to literacy in all subject areas (ELA, math, science)	Increase class time in all subjects; integrate literacy in all courses; increase student gains on EPAS assessments
4	Plan and implement events that connect parents and students to the school	Increase knowledge relative to school's policies and initiatives, as well as show parents how to access and interpret student grades through grade portal in an effort to include all stakeholders in increasing student achievement and to educate parents in the postsecondary education enrollment process
5		



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide professional development on Common Core State Standards (CCSS) and align curriculum to CCSS and College Readiness Standards (CRS) to ensure all students achieve expected gains	Increase rigor and relevancy in daily instruction; increase literacy through integration across all subject areas

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Scope & Sequence of Curriculum Maps	Instruction	All	Departments, led by Department Heads	Summer 2012	Quarter 1	On-Track	Work has begun in departments and will continue until the end fo the school year; Need to schedule time over summer if possible to continue work
Unit Maps including Assessments for Core Courses	Instruction	All	Departments, led by Department Heads	Summer 2012	Quarter 2	On-Track	Work has begun in departments and will continue until the end fo the school year; Need to schedule time over summer if possible to continue work
Interim Testing & Assessment Protocol for Core Courses	Instruction	All	Departments, led by Department Heads & Data Team	Quarter 1	Quarter 4	On-Track	Need to develop structures for this to happen effectively
Revisit Vertical Alignment of Courses; Revise Scope & Sequence of Curriculum Maps	Instruction	All	Departments, led by Department Heads	Summer 2013	Summer 2013	On-Track	Year 2 Work
Unit Maps including Assessments for All Courses	Instruction	All	Departments, led by Department Heads	Summer 2013	Quarter 2	On-Track	Year 2 Work
Interim Testing & Assessment Protocol for All Courses	Instruction	All	Departments, led by Department Heads & Data Team	Quarter 1	Quarter 4	On-Track	Year 2 Work
Unpack Technical Literacy standards and create scope and sequence to integrate in Curriculum Maps	Instruction	All	Literacy (ELA Lead), Admin	Quarter 1	On-going	On-Track	One member from each department has begun attending professional development in Reading strategies and trains other team members on implementing those strategies in their daily plans

**Strategic Priority 1**

Align instructional resources to unit plans	Instructional Materials	All	Departments, led by Department Heads, Admin	Summer 2012	Quarter 4	On-Track	
Create curriculum planning calendar to coordinate map creations and coordinate feedback cycles	After School/Extended Day	All	Departments, led by Department Heads	Summer 2012	Summer 2012	On-Track	
Collaborate across curriculum to plan interdisciplinary units	Professional Development	All	Departments, led by Department Heads	On-going	Quarter 4	On-Track	
Coordinate with the Network and District to plan professional development opportunities	Professional Development	All	Admin	On-going	On-going	On-Track	

### 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
Provide opportunities for teachers to investigate REACH Students and ensure rigorous lessons are planned and implemented to increase student achievement	Increase rigor in the classroom settings; foster clear and ongoing communication of instructional expectations; realize a research-based tool for instructional outcomes to enhance teaching and learning; connect four domains (planning, instruction, classroom environment, and professional learning); foster teacher reflection as it relates to student performance and professional practice and growth

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Building teacher capacity about Danielson Framework and its impact on individual professional growth	Professional Development	All	Admin and Teachers	Summer 2012	On-going	On-Track	Professional development began in Q3 of FY12. A more comprehensive workshop will take place during Summer 2012
Building teacher capacity about Danielson Framework and its impact on student achievement	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going	On-Track	A Learning Walk template has been created, with a focus on Domains 2 and 3, to raise classroom rigor and teacher expectations
Building administration's capacity as it relates to implementation and integration of Danielson Framework to improve instructional outcomes, teacher practices, and teacher evaluation	Professional Development	Not Applicable	Admin	Summer 2012	On-going	On-Track	
Align resources for teacher professional development	After School/ Extended Day	Not Applicable	Admin	Summer 2012	Summer 2012	On-Track	
Align resources for administrator professional development	Other	Not Applicable	Admin	Summer 2012	Summer 2012	On-Track	



**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
Adopt "block" periods as part of Full School Day to extend students' learning experiences in order to raise academic achievement as it relates to literacy in all subject areas (ELA, math, science)	Increase class time in all subjects; integrate literacy in all courses; increase student gains on EPAS assessments

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will attend professional development on literacy	Professional Development	All	Teachers	Quarter 3	Year 2	On-Track	Implement literacy strategies in classroom instruction
Teachers will create and implement unit plans that include intentional literacy strategies	Instruction	All	Teachers	Summer 2012	Quarter 4	On-Track	First Unit Plan will be created by June 1st, 2012, 2nd Unit Plan due July 1st, 2012
Peer review of student work related to literacy in department meetings	ILT/ Teacher Teams	All	Department Chairs, Teachers	Quarter 2	On-going	On-Track	Department meetings post quarter 1 will review YTD student work in literacy (implemented literacy strategies from professional development)
Quarterly data review based on interim assessments (SIM, EPAS, etc)	ILT/ Teacher Teams	All	ILT, Department Chairs, Teachers	Quarter 1	On-going	On-Track	Department and grade level teams will review data at weekly meetings throughout the year
Implementation of Common Core aligned performance tasks that incorporate technological resources and varied instructional materials to develop speaking and listening skills in conjunction with reading and writing.	Instructional Materials	All	Teachers	Summer 2012	On-going	On-Track	Teachers will work throughout the summer to identify technological resources for use in literacy instruction.





**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
Plan and implement events that connect parents and students to the school	Increase knowledge relative to school's policies and initiatives, as well as show parents how to access and interpret student grades through grade portal in an effort to include all stakeholders in increasing student achievement and to educate parents in the postsecondary education enrollment process

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan and implement grade level orientation, workshops, and College Night	Parental Involvement	All	Lead Teachers, Counselors	Quarter 1	On-going	On-Track	
Plan and implement semester Award Ceremonies (attendance, honor roll, specialty awards, etc.)	Parental Involvement	All	Teachers, counselors	Quarter 2	On-going	On-Track	
Plan and implement Parent Workshops for students with disabilities	Parental Involvement	Students With Disabilities	Sped Staff	Quarter 1	On-going	On-Track	
Plan and implement Parent and Family Workshops (Math and Science Nights, Literacy Evening, International Fair, College Night)	Parental Involvement	All	Teachers, counselors	Quarter 2	On-going	On-Track	
Host Parent Workshops related to the postsecondary enrollment process	Parental Involvement	All	Teachers, counselors, Admin	Quarter 1	On-going	On-Track	
Create calendar of events for parents (announce upcoming workshops)	Parental Involvement	All	Teachers, counselors	Summer 2012	Quarter 1	On-Track	
Organize a Student/Parent Alumni Association	Parental Involvement	All	Counselors	Summer 2013	Year 2	Postponed	Postponed until FY14 to allow sufficient time for planning this new initiative; School will dedicate efforts to planning and implementing Quarterly Parent Nights to begin engaging a larger group of parents



**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