



2012-2014 Continuous Improvement Work Plan

Uplift Community High School
North-Northwest Side High School Network
900 W Wilson Ave Chicago, IL 60640
ISBE ID: 150162990250829
School ID: 610394
Oracle ID: 26861



Mission Statement

We will provide a relevant student- centered curriculum focused on social justice, creating an academically nurtutring environment that promotes critical and creative thinking, instills pride and respect for others and self, and equips all of our students to become the leaders of tomorrow.

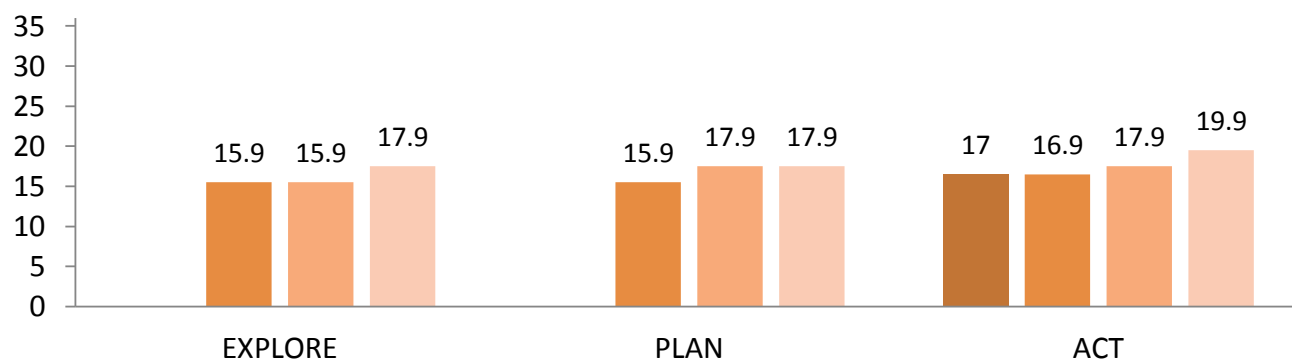
Strategic Priorities

1. Uplift will implement a literacy plan driven by the CCSS across all content areas with an emphasis on creative and critical thinking skills
2. Uplift will foster a College and Career ready school culture that prepares students for post - secondary opportunities
3. Uplift’s Math department will implement unit plans driven by the CCSS that develop persistent ways of thinking to solve real-world issues and challenges mathematically.

School Performance Goals

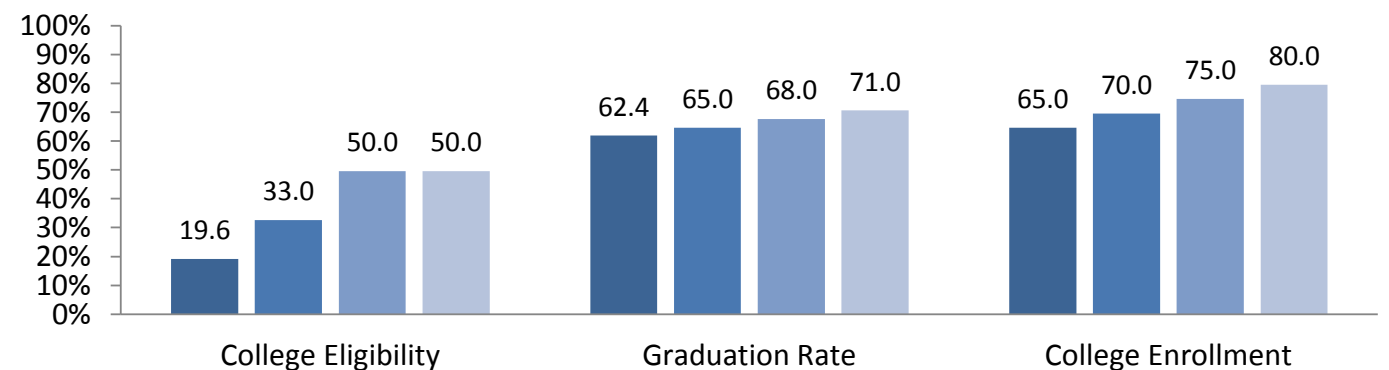
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Uplift Community 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
Stephanie Y. Moore	Principal
Latasha Geverola	Assistant Principal
Chor H. Ng	Assessment/Data Faculty
Diane Cardenas	Counselor/Case Manager
Phillip Potter	Classroom Teacher
Dreanna Colvard-Hughes	Parent/ Guardian
Gina Ortiz	Classroom Teacher
Chor L. Ng	Classroom Teacher
John Yolich	LSC Member
John Mathew	Classroom Teacher
Sarah Halberstadt	Classroom Teacher
Shirley Horton	LSC Member



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.9	15.9	15.9	17.9	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	19.6	33.0	50.0	50.0
10th Grade - PLAN Average PLAN score		15.1	15.9	17.9	17.9	5-Year Graduation Rate % of students who have graduated within 5 years	62.4	65.0	68.0	71.0
11th Grade - ACT Average ACT score	16.9	14.9	16.9	17.9	19.9	College Enrollment % of graduates enrolled in college	65.0	70.0	75.0	80.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	88.7	90.0	91.0	92.0	Misconducts Rate of Misconducts (L4-6) per 100	8.1	7.0	6.0	5.0
Freshman On-Track % of Freshman Students on-track	91.4	92.0	93.0	94.0	Sophomore On-Track % of Sophomore students on track	84.6	86.0	88.0	90.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	32.8	38.0	44.0	50.0		PSAE Reading % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Mathematics % of students meeting or exceeding state standards	15.2	20.0	25.0	30.0		PSAE Mathematics % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Science % of students meeting or exceeding state standards	18.4	20.0	22.0	24.0		PSAE Science % of students exceeding state standards	0.0	2.0	4.0	6.0

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
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Uplift developed a school wide Strategic Plan in 2010-2011. The Strategic Plan was revised in SY 2012 to include the new metrics on the progress report. That includes but is not limited to:</p> <ul style="list-style-type: none"> 9th/10th Grade on track to graduate 50% of 11th graders will meet/exceed on the PSAE Composite 33% of 11th graders will score 20+ on the ACT 70% of students will graduate within 5 years 80% of graduates will enroll in full or part time colleges 90% cumulative attendance 70% or higher on the student connection survey <p>Theory of Action</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Uplift opened in Sept. 2005 with many dreams, hopes, and high expectations for students from various areas of the city. Under Ms. Moore's leadership and dedication Uplift has made many of those dreams come true. For many years Uplift's Middle School surpassed the entire neighborhood scores on the ISAT and 100% of the graduating seniors have been accepted to post-secondary institutions across the country since the school's inception and a college enrollment rate of 65%. Ms. Moore has received an Exceeds Rating by both the ALSC and the District's Office of Accountability in 2010-2011. Uplift was also rated a Level 2 school: Not on Probation, unlike many CPS general high schools. During the 2011-2012 school year Uplift was also rated a level 2 school based on the new district's Progress Report. Ms. Moore has worked collectively with the school team and community to develop the school's vision, mission, while ensuring a safe and nurturing climate. According to the ratings on the My Voice My Choice survey, the students over the last 3 years stated</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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>Uplift teachers are invested in their curriculum, students, and the school as a whole. They demonstrate their leadership through continuous volunteerism as department chairs, grade level chairs, tutors for students, and even after school by coaching or being the sponsor for extracurricular activities and programs. Teachers attend professional development opportunities after school hours that at times has them traveling for well over an hour. Teachers share their knowledge during weekly cluster meetings and present to staff during professional development days. Teachers attend conferences across the country and bring back best practices. Uplift currently has three National Board Certified staff members on staff (8% of staff).</p> <p>Each teacher and staff member at Uplift is invested in the success of the school through leadership in one or more areas:</p> <ul style="list-style-type: none"> • ILT Membership (Attendance above 90%) • Curriculum Framework Project - At least 1 and usually 2 teachers from each core subject department go to monthly 3 hour sessions at Hancock High School to learn from fellow teachers, CPS and Hersey High School. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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 	<ul style="list-style-type: none"> The current ILT has a representative on it from every grade level and every department. The ILT developed a meeting protocol that is honored bi-weekly. The goal of the ILT is to monitor the Strategic Plan while constantly reviewing student data. ILT Members also present during workshops on professional development days. Members of the ILT attend professional development sessions held at the district level as well as conferences across the country - Network developed rubric is used to monitor ILT meetings and findings are reported out at the end of the meeting - Action items are developed when topics that are related to teaching and learning need further investigation (data, survey, TCT input, etc.) and owners are assigned to report out in the next meeting. 	4
Monitoring and adjusting ----->			
<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>Interim assessments and practice tests</p> <ul style="list-style-type: none"> Data discussed at every ILT (attendance, assessment, grades, etc.) and action items created from them Varied formative assessments, exit slips, surveys Assessment accommodations and modifications in place for all students not just students with IEP/ELL (small group testing) Scaffold vertical map so standards and skills are assessed Data shared digitally through a share point site Professional development yearly on how to interpret the data 	3

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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. 	<ul style="list-style-type: none"> With the assistance of the Curriculum Framework Project, Uplift has aligned the curriculum in the core classes Uplift teachers participate in ongoing professional development led by teachers and administrators from Hersey High School Teachers have aligned their curriculum to the CRS standards and developed stretch bands for students Curriculum Maps were developed last year and act as living documents that are adjusted when needed Teachers have attended professional development on measuring the text complexity of the material used with students Uplift is in the beginning stages of developing scope and sequence guides aligned to the CCSS 	
	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>Currently, the materials that teachers are using are aligned to the College Readiness Standards.</p> <ul style="list-style-type: none"> Every department and grade level at Uplift has aligned our curriculum to CRS Standards Through weekly cluster TCT planning sessions, we have been introduced to Common Core and now are beginning to align our curriculum to CCSS Special education teachers collaborate with regular education teachers to choose appropriate materials, supplemental materials, 	
<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. 	<ul style="list-style-type: none"> • Math and English assessment created to assess incoming 9th grade students • Interim assessments and practice tests • Data discussed at every ILT (attendance, assessment, grades, etc.) and action items created from them • Projects (research papers, Social Justice Fair, Science Fair,, etc.) used as holistic assessment • Varied formative assessments, exit slips, surveys • COMPASS test for seniors to check College Readiness • Assessment accommodations and modifications in place for all students not just students with IEP/ELL (small group testing) • Scaffold vertical map so standards and skills are assessed • Data shared digitally through a sharepoint site • Data is displayed throughout building (using student IDs) to make students aware of their levels • Professional development yearly on how to interpret the data • Standards and skills identified as introduced, practiced, and mastered 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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. 	<ul style="list-style-type: none"> • Objectives are posted in all classrooms, printed on handouts, and referred to during instruction • Teachers level of questioning is more heavily aimed at assessing basic understanding and comprehension • Each teacher has developed a curriculum map that is referred to and adjusted when needed • Instruction is most often delivered whole-group • Each teacher uses formative assessments regularly to monitor student progress • Each teacher participates in the annual student orientation where students are informed of all school wide rules and expectations • Every teacher also creates a class syllabus that explains the course objectives, grading scale, and an overview of the curriculum • Teachers use the results of assessment to develop reteaching lessons to focus on holes in student learning as well as to avoid going over concepts and skills that are mastered 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Uplift is a small school and each grade level team meets weekly to discuss student interventions and assistance. The list is fluid and is monitored during ILT as well. We have instituted grade level watch lists based on ISAT, G.P.A., attendance, and social – emotional needs Rtl logs are updated weekly during grade level meetings to identify students that need additional supports 	
	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. 	<ul style="list-style-type: none"> Currently our Professional Development is based on the District Priorities and our Strategic Plan We will develop a year long Professional plan this summer with teacher voice aligned to CIWP Priorities and Growth Goals We will continue our cluster TCT meetings focused on departmental support. School level professional development is continuous and teachers are asked to complete a survey at the end of every session to provide feedback for both the presenters and the administration 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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. 	<ul style="list-style-type: none"> Teachers meet in grade level meetings once a week before or after school hours. The agendas are aligned to the Strategic Plan Goals that relate to the grade level that they teach. 9th grade focuses on attendance, freshmen on track rates, Explore, and Culture and Climate. 10th Grade focuses on attendance, sophomore on track rates, Plan, and Culture and Climate. 11th Grade uses their time to meet about attendance, ACT, and Culture and Climate. The 12th grade focus is attendance, college and career readiness, graduation, and culture and climate. Each grade level has a representative on the ILT that communicates information from the ILT that is pertinent to their grade level and school wide initiatives. They also bring TCT concerns to ILT for solutions. 	
	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. 	<ul style="list-style-type: none"> New teachers participate in an induction program at the school level. During this weekly meeting, school protocols are shared (i.e. fire drills, calling in an absence, start and end time for teachers), strategies for dealing with classroom management are given, and professional practices are provided (i.e. uploading professional development cpdu’s to the isbe website). New teachers are encouraged to observe their colleagues while they teach. All teachers at Uplift have participated in peer observations and instructional rounds throughout the year. Teachers use a document to record their observation. This document is later used as feedback for teachers observed. Observations have occurred at least four times this year. Weekly cluster meetings by department led by the Curriculum Coordinator 	

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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>Uplift has three core values that drive the school. One of those core values is the College Preparatory. Students that graduate from Uplift graduate with more than the required credits because each year all students take seven classes. These pillars are posted throughout the school building and are also communicated through the actions of:</p> <ul style="list-style-type: none"> Posters Career Fairs Student Connection Survey Incentive Programs 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Grade levels have divided students into smaller groups and assigned mentors to the entire student body. Students engage in regular meetings and scheduled meetings with their mentor. Uplift also has:</p> <ul style="list-style-type: none"> Best Buddies Program Talent Show/ fashion Show Peer jury Monthly town hall meetings <p>A majority of our coaches work inside of the school building. The coaches take on small groups of students to mentor.</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. 	<ul style="list-style-type: none"> Safety and Security Plans on file Communication with Dean of students, security, and CPD Incentives program Mentoring program Peer jury School Based Problem Solving/ PBIS Creating Safe Passage Police Presence 	

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 ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Town hall meeting Open House Web page Grade level dinners Call logs All Call telephone System Articulation with elementary schools 	
	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. 	<ul style="list-style-type: none"> Town hall meeting Open House Web page Grade level dinners Call logs All Call telephone System Articulation with elementary schools 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Town hall meeting Open House Web page Grade level dinners Call logs All Call telephone System Articulation with elementary schools Fashion Show Talent Show Social Justice Fair 	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	<ul style="list-style-type: none"> Partnership with Heartland Alliance where students and families are matched with counseling services that are needed Partnership with Alternatives where students attend for counseling services 	
	College & Career Exploration and election ----->			2
	<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. 	<ul style="list-style-type: none"> Students have access to and utilize the Choose Your Future website Students have access to and utilize the Naviance website Visits to Colleges and Universities 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Credit Recovery for 11th/12th grade students School Watch List Loop Student Services Incentive Program ACT/ College Student Alignment FAFSA Tracking List FAFSA Coaching for Parents College Tours/Fairs Senior Mentoring Program College Readiness Checklist 		
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. 	<ul style="list-style-type: none"> Partnership with Youth Guidance Learning Connections that operate Monday- Thursday from 3:00 – 6:00 pm. Tutoring 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<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. 	<ul style="list-style-type: none"> US Empowered Class Compass testing All 10th and 11th grade students take the PSAT WorkKeys Assessment Collaboration with Junior Achievement for Career Fair and 	
	College & Career Admissions and Affordability ----->			4
	<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. 	<ul style="list-style-type: none"> College Match Access to Naviance Choose Your Future Senior Parent Night FAFSA Workshops Financial Literacy Workshops 	
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. 	<ul style="list-style-type: none"> Partnerships with community and social agencies Through our counselors, teacher mentors, school based clinic, GEAR- UP, LADDER-UP, Community In Schools, Youth Guidance/ Community Schools Initiative, Alternatives, and other partner our students receive support and assistance to ensure their success in transitioning from high school to college and careers. Each senior is required to take the City College Compass Test as a backup plan. Completing the FAFSA is also a requirement 	

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. 	<ul style="list-style-type: none"> All resources and expenditures are aligned to support the CIWP (formally SIPAAA) and all school needs since the school's inception. Annually departments, teachers, and staff members seek and have been awarded outside funding that includes but not limited to Donors Choose, Oppenheimer, and other community grants to supplement our resources. College tours and overnight trips 	
	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. 	<ul style="list-style-type: none"> Uplift developed a Teacher Application and interview rubric based on school priorities, mission, and vision in 2005. The process has evolved into a multi-step interview process. Each year after student selection and subject selections for current students, each dept along with the scheduler and principal decides the staffing needs for the following school year. We have also retained student teachers, attended job fairs, and relied heavily from partnerships with Teach for America and Chicago Teachers Fellows. Local universities, especially Loyola with their Social Justice focus, are encouraged to send students to Uplift to conduct observations, clinicals and/or student teaching, allowing current staff to evaluate their potential as a teacher well as to increase the student's 	
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>In 2005, Uplift opened and all of our students had an extended school schedule.</p> <ul style="list-style-type: none"> Each student in the high school had 7 classes instead of the six recommended classes. The start and end time is still currently 8:00 – 3:00 every day. Students are also expected to participate in the "Learning Connections" after- school program on Monday – Thursday from 3pm – 6pm from October to May. Our struggling students receive tutoring during Learning 	

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

We will provide a relevant student- centered curriculum focused on social justice, creating an academically nurtutring environment that promotes critical and creative thinking, instills pride and respect for others and self, and equips all of our students to become the leaders of tomorrow.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Uplift will implement a literacy plan driven by the CCSS across all content areas with an emphasis on creative and critical thinking skills	Based on the School Progress Report and the results of EPAS, all of our students are not currently making the two point expected gains in reading.
2	Uplift will foster a College and Career ready school culture that prepares students for post - secondary opportunities	One of our core values is College Preparation. Each year 100% of the seniors are accepted to post - secondary institutions across the country, however, only 19.6% are College and Career Ready.
3	Uplift's Math department will implement unit plans driven by the CCSS that develop persistent ways of	Based on the School Progress Report and the results of EPAS only 15.2% of our students are meeting or exceeding state standards in mathematics.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Uplift will implement a literacy plan driven by the CCSS across all content areas with an emphasis on creative and critical thinking skills	Based on the School Progress Report and the results of EPAS, all of our students are not currently making the two point expected gains in reading.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
9th/10th grade teachers have been selected to attend a training to provide them with an overview of the CCSS Literacy curriculum sample unit plans. Uplift will provide additional CCSS institutes for grades 9 - 12 for ELA.	Professional Development	Not Applicable	Principal/ Assistant Principal	Quarter 4	On-going	On-Track	Substitutes will be provided for ELA Department on June 6,2012
Although professional development on unit planning will be continuous throughout the school year, quarter 1 unit plans will be due no later than August 20, 2012.	Instruction	All	English Department/ Administrators	Summer 2012	On-going	On-Track	Summer dates to be determined
By utilizing the teacher planning time provided by the Full School Day Plan, teachers will be able to successfully create quality unit plans for quarters 2-4.	Instruction	All	Administrators/Literacy Teacher/Curriculum Coordinators/Consultants	Quarter 1	On-going	On-Track	Develop a scope and sequence for TCT Professional Development
After the assessments have been administered, teachers will review the data and identify skill deficiencies to address through re teaching strategies.	ILT/ Teacher Teams	All	TCT/Administration/ Curriculum Coordinator	Quarter 2	On-going	On-Track	
Teachers will also identify students that are in need of mandatory tutoring	ILT/ Teacher Teams	All	principal/ Assistant Principal/Curriculum Coordinator/Department Chairs/ILT	Quarter 1	On-going	On-Track	



Strategic Priority 1

The monitoring of attendance and D/F report will continue throughout the school year to ensure that students remain on track.	Instruction	All	Classroom Teachers/ILT/Counselor/Administrators	Quarter 1	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
Uplift will foster a College and Career ready school culture that prepares students for post - secondary opportunities	One of our core values is College Preparation. Each year 100% of the seniors are accepted to post - secondary institutions across the country, however, only 19.6% are College and Career Ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilizing Naviance and Choose Your Future websites, students will complete various College and Career inventories.	After School/ Extended Day	All	Students/Teachers/Counselors/Mentors	Quarter 1	On-going	On-Track	Based on the information from College and Career entrance surveys, students will develop individual College and Career plans/goals. Based on their goals, students will engage in grade level appropriate tasks and activities during the daily College and Career Readiness enrichment class.
Upper Classmen Parent Night to communicate importance of Post Secondary opportunities	Parental Involvement	All	12th Grade Team/ Administrators/ Counselor	Quarter 1	On-going	On-Track	Dates to be determined
FAFSA Workshops for parents	Parental Involvement	All	12th Grade Team/ Administrators/ Counselor/ Outside Agencies	Quarter 2	Quarter 4	On-Track	Dates to be determined
Parent Book Club that focuses on Post Secondary for Students	Parental Involvement	All	12th Grade Team/ Administrators/ Counselor/ Outside Agencies	On-going	Quarter 1	On-Track	Dates to be determined
Pair students up with Mentor Teachers to oversee College Applications, Service Learning Hours, and FAFSA Completion	ILT/ Teacher Teams	All	ILT/TCT	Summer 2012	Quarter 1	On-Track	Finalize mentor pairing by the 20th day of the school year.



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
Uplift's Math department will implement unit plans driven by the CCSS that develop persistent ways of thinking to solve real-world issues and challenges mathematically.	Based on the School Progress Report and the results of EPAS only 15.2% of our students are meeting or exceeding state standards in mathematics.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
9th/10th grade teachers have been selected to attend a training to provide them with an overview of the CCSS Math curriculum sample unit plans. Uplift will provide additional CCSS institutes for grades 9 - 12 for Math	Professional Development	Not Applicable	Principal/ Assistant Principal	Quarter 4	On-going	On-Track	Planning Dates for the Math Department is June 5, 2012
Although professional development on unit planning will be continuous throughout the school year, quarter 1 unit plans will be due no later than August 20, 2012.	Instruction	All	English Department/ Administrators	Summer 2012	On-going	On-Track	Summer Curriculum Planning Institutes dates are July 9 - 13, 2012
By utilizing the teacher planning time provided by the Full School Day Plan, teachers will be able to successfully create quality unit plans for quarters 2-4.	Instruction	All	Administrators/Literacy Teacher/Curriculum Coordinators/Consultants	Quarter 1	On-going	On-Track	
After the assessments have been administered, teachers will review the data and identify skill deficiencies to address through re-teaching strategies.	ILT/ Teacher Teams	All	TCT/Administration/ Curriculum Coordinator	Quarter 2	On-going	On-Track	
Teachers will also identify students that are in need of mandatory tutoring	ILT/ Teacher Teams	All	principal/ Assistant Principal/Curriculum Coordinator/Department Chairs/ILT	Quarter 1	On-going	On-Track	



Strategic Priority 3

The monitoring of attendance and D/F report will continue throughout the school year to ensure that students remain on track.	Instruction	All	Classroom Teachers/ILT/Counselor/Administrators	Quarter 1	On-going	On-Track	

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

