



### VOISE Academy High School

West Side High School Network  
231 N Pine Ave Chicago, IL 60644  
ISBE ID: 150162990250844  
School ID: 610518  
Oracle ID: 46621



### Mission Statement

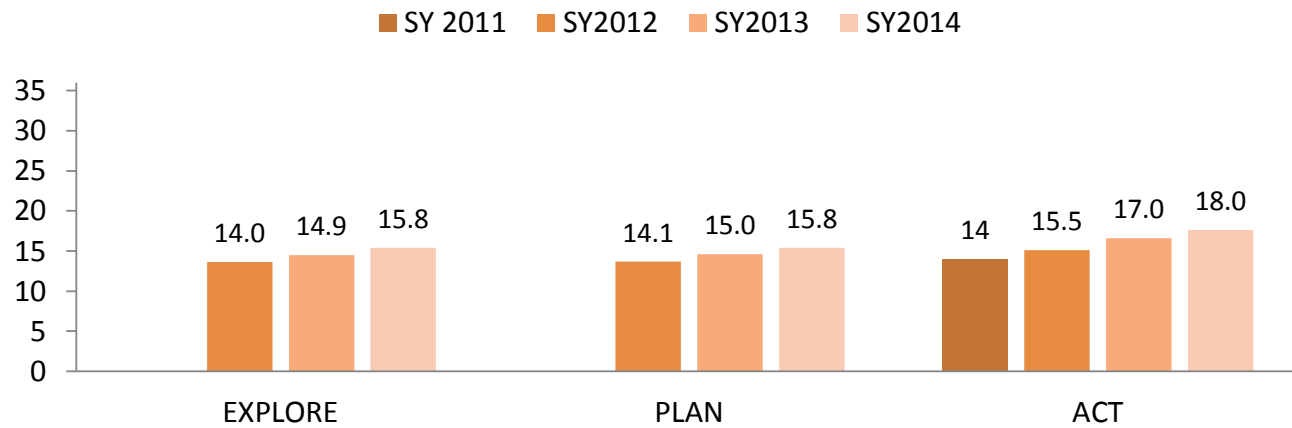
The mission of VOISE Academy is to provide all students with choice, flexibility, scholarship, and individual attention by combining the use of technology, best distance learning practices, and quality online curriculum with exemplary secondary classroom teachers and student-centered philosophy. Our vision is to create a safe, academically successful school with a positive, interactive, technologically advanced environment that is rooted in developing relationships and respect. VOISE Academy will prepare its learners for living and working in today’s society while honing communication skills through online learning as a catalyst to future success and a lifelong love of learning.

### Strategic Priorities

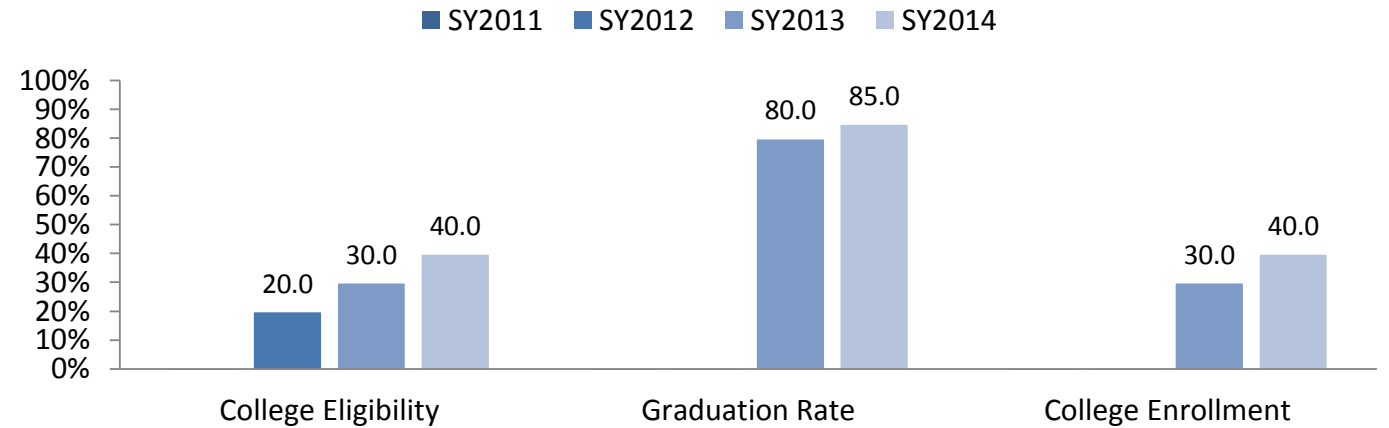
1. We will strategically plan and develop our course maps to align with CCSR in order to expose students to the rigor needed to be successful in college.
2. By using the Performance Tasks associated with the REACH model along with summative and formative assessments we will ensure that curriculum is aligned to CCSR and students are working towards mastery of those standards.
3. Through our Full School Day plan we will provide reading and mathematics intervention to students identified through our universal screeners and monitor progress by utilizing our online tools.

### 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:

VOISE Academy High School

## Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

## CIWP Team

Name (Print)	Title/Relationship
Todd Yarch	Principal
Megan McEwen	Counselor/Case Manager
Carol Smith	Assessment/Data Faculty
Patrick Staley	Classroom Teacher
Amy Bray	Special Education Faculty
Sarah Johnson	Classroom Teacher
Bonita Walker-Jones	Classroom Teacher
Christina Adelman	Counselor/Case Manager
Lucy Johnson	LSC Member
Floretta Powell	LSC Member
John Robison	Support Staff
Jason Gondek	Special Education Faculty

## 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		13.0	14.0	14.9	15.8	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	20.0	30.0	40.0
<b>10th Grade - PLAN</b> Average PLAN score		13.6	14.1	15.0	15.8	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	NDA	NDA	80.0	85.0
<b>11th Grade - ACT</b> Average ACT score	14.4	13.6	15.5	17.0	18.0	<b>College Enrollment</b> % of graduates enrolled in college	NDA	NDA	30.0	40.0

## EPAS Growth

	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	1.0	0.9
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	2.9	3.0

## 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	84.5	85.0	86.0	87.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	25.0	15.0	10.0	5.0
<b>Freshman On-Track</b> % of Freshman Students on-track	82.0	85.0	85.0	88.0	<b>Sophomore On-Track</b> % of Sophomore students on track	68.8	70.0	72.0	75.0

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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	7.8	15.6	31.2	33.0	<b>PSAE Reading</b> % of students exceeding state standards	0.0	2.0	5.0	10.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	6.0	12.0	24.0	33.0	<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	2.0	4.0	8.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	2.6	5.2	10.4	33.0	<b>PSAE Science</b> % of students exceeding state standards	0.0	2.0	5.0	10.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</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>We have goals for student achievement but knowledge of these goals are not always clear to all staff and students. Strategic planning is there, but it is not always executed to the highest fidelity.</p> <p>Use of Blended Learning model through online curriculum will help bridge the gap because students will get the necessary interventions they need.</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 has provided several professional development opportunities for teachers throughout the year- both in school and off-site. He encourages the staff to attend professional development opportunities to both enhance their strengths and develop their areas of weakness. Principal has created a college-minded environment at VOISE through college visits, college themed days, etc- encouraging students to not only do well, but to strive for college. Principal has met with parents throughout year to discuss their concerns and what they want out of a great school and met their needs every way possible- providing extracurricular opportunities, professional days, Saturday school, etc. Principal is keen to what the teachers are doing in their classrooms and providing them support when they need it through consultation sessions, peer evaluations, etc.</p>	

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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>- RtI 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>Being a small school all teachers have the opportunity to have their voices heard and are kept informed about every aspect of the school. Teacher leadership could improve in areas where ILT is stretched thin as far as after school and other extra curricular programs. All teachers are invested in instructional model and how to improve Blended Learning.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</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 core areas are represented on the ILT, including team leads such as RtI, Grade Level and Blended Learning experts.</p> <p>ILT has developed tools and monitoring protocols that will help teachers use data more effectively.</p> <p>ILT plans and delivers most professional development.</p> <p>A tremendous amount of growth as a leadership body has been made this year as the ILT has been influential in assessing and making necessary changes to the Blended Learning Curriculum Model.</p>	<b>3</b>
<b>Monitoring and adjusting</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>Data is typically analyzed in department meetings and sometimes at grade level meetings.</p> <p>ILT and Departments are working on a more productive and efficient tool that will monitor and analyze data on an ongoing basis - at the school level, department/grade level, and classroom level.</p>	<b>2</b>

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	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>	<p>Grade level teams are in the process of creating scope and sequence related to Common Core. In addition, grade Level teams meet weekly but much of the discussion centers around culture and grading practices. Next step for grade level is to align instruction and create scope and sequence.</p> <p>Self-Pacing and use of RtI methods create a core instructional model that is differentiated and individualized based on the strengths and weaknesses of all students.</p> <p>Course level teams have a scope and sequence and develop an instructional focus that is intended to address student defenciencies.</p>	
	<b>Instructional materials</b> ----->			<b>4</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>	<p>All of our online curriculum programs, tools and software are aligned to CCSS and College Readiness Standards.</p> <p>Blended Learning model is developed in RtI so all students received differentiated individualized instruction.</p>	
<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>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</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>We have several assessment resources that allows teachers access to data of all online curriculum. However, this leads to the data being collected from several different locations. The unorganized data produces delay in effective analysis of student knowledge and skills needed in order to guide instruction.</p> <p>Grade level teams are working on data reflection tool to improve level of effectiveness in data collection.</p> <p>Students with disabilities have accommodations and modifications in place especially when it comes to assesments; programs are utilized to ensure they are successful.</p>	

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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>Instruction is engaging and differentiated through the use of online curriculum, but learning objectives are not consistent in every classroom.</p> <p>Teachers use a coaching model to help students through work, but questioning is sometimes technical instead of building deep understanding.</p> <p>Teachers are using standards to develop lessons and are currently working to implement common core.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>4</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>All students given universal screener at the beginning of the year and then students who fell into tiers 2 and 3 were given the SDMA for math and SDRA for reading to diagnose problem areas. RTI team met and diagnosed the students' need based on the test scores. Students were then placed into individualized intervention programs and their progress was tracked weekly (tier 3) and bi-monthly (tier 2).</p>	
	<b>Whole staff professional development</b> ----->			<b>2</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>Summer professional development is strategically planned and aligned to our school goals. The school has a year-long focused PD but it often gets changed at the last minute due to other priorities; this promotes the sense of a lack of focus throughout the year.</p>	

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<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>	Grade Level teams have become the leaders when it comes to attendance, behavior, communication with parents and instruction. Weekly meetings with protocols have been developed in some grade levels and are being emulated in others. Team leaders are part of the ILT and they report progress of meetings to grade level and ILT.	
	<b>Instructional coaching</b> ----->			<b>2</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>	Biggest area of growth is in coaching. Began a peer coaching model this year and look to develop this more as we grow. Until now most teachers were first to third year teachers, but as they grow more are taking on coaching and giving authentic feedback to peers.	

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<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>Every Friday is College Day where teachers and staff wear college apparel. As incentive,s students are given college t-shirts to wear on those days.</p> <p>College flags line the hallways; teachers motivate students to strive for college and career goals. Students work on their ILP in What's Next illinois at each grade level at least once a month. All Juniors complete college research project.</p> <p>Student Council is a work in progress.</p>	
	<b>Relationships</b> ----->			<b>2</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>Students with disabilities are completely engaged in the school community and are typically our most involved.</p> <p>Some students have adults such as homeroom teachers who are advocates for them and keep track of their academic and social progress.</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>School environment is calm and quiet, but at times can become volotile outsided of the school due to community and nieghborhood issues beyond our contol.</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>	<p>School performance is available on the school website and in the school's main office. Performance information is broken down in user-friendly language on the school's website.</p> <p>We provide information and keep local elementary schools informed as to special events and progress of their former students.</p> <p>Expectations are layed out for parents but not on-going. More parent meetings need to be done so parents are clear about grade level expectations in terms of learning. Advanced Placement teachers are in the progress of establishing more frequent contact with parents regarding AP guidelines and expectations.</p>	
	<b>Ongoing communication</b> ----->			<b>3</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>	<p>Each grade level team uses technology such as Google Docs to collaborate and conduct daily phone calls to inform students about grades, attendance and behavior.</p>	
<b>Bonding</b> ----->			<b>3</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>	<p>School culture is a strength of VOISE Academy. Students regular give high marks to entire school community for caring and connecting with them. Need to increase ability for family and community to be involved in events that enhance student learning and highlight students strengths.</p>	

## School Effectiveness Framework

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	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>	<p>Online curriculum leads to a 24 hour a day model where students and parents have the ability to contact staff at any time.</p> <p>Teachers and staff make home visits and provide instruction to homebound students.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</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>	<p>Students begin visiting colleges during Freshmen Connection. By the end of Freshman year all students have visited at least two college campuses.</p> <p>All grade levels are given several opportunities to visit college</p>	
<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>	<p>Each year students do a credit review(ILP) in their Homeroom and they meet with the school counselor in order to review their progress.</p> <p>All 11th graders are required to complete a 5 college research project.</p> <p>All students are encouraged to take rigorous classes such as Adavced Placement. Each year we have increased the amount AP classes offered and by 2012-2013 school year we will offer 6 AP</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</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>	<p>We offer several enrichment and extracurricular activites but students involved are typically the same students. Access and opportunites are there by more needs to be done to get more diverse groups of students involved.</p>		

## School Effectiveness Framework

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	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>We offer AP test, ACT Practice Exams, Springboard Assessments, research paper requirements, and technical training such as web design and multi-media production.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</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>Students in their junior year begin a weekly session during Wednesday Restructured Day that explores admission and costs for college. Counselor and junior teachers hold ACT informative meeting for students and families. The counselor and post-secondary coach provides FASFA training for senior students and families.</p>	
<b>Transitions</b> ----->			<b>4</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>Freshmen Connection has been one of the strongest programs we have had our first four years as we have averaged 70% of incoming freshmen attending.</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>Funds are aligned to school needs in order to leverage our technology and online curriculum. By purchasing online curriculum programs such as Achieve 3000, Rosetta Stone, Skills Tutor, Destination Math, IXL, Excel Learning Gizmos etc, we further enhance our students' success and college readiness,</p> <p>Improvement in securing outside funding is a must as our school continues to grow and our needs continues to increase. The school's growth cannot be covered with discretionary funding.</p>	
	<b>Building a Team</b> ----->			<b>3</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>Hiring teams consist of content teams and Blended Learning experts within the school.</p> <p>Classroom observations are used when circumstances allow, but many times we are hiring during the summer months.</p>	
	<b>Use of Time</b> ----->			<b>4</b>

## 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
<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>Schedule has been discussed and created by teachers and is always developed with a philosophy of what is best for the students.</p> <p>Content are teams have common prep in order to collaborate weekly.</p> <p>Wednesday restructured day is used to provide intervention for struggling students and Full School Day plan involves a daily intervention period.</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

The mission of VOISE Academy is to provide all students with choice, flexibility, scholarship, and individual attention by combining the use of technology, best distance learning practices, and quality online curriculum with exemplary secondary classroom teachers and student-centered philosophy. Our vision is to create a safe, academically successful school with a positive, interactive, technologically advanced environment that is rooted in developing relationships and respect. VOISE Academy will prepare its learners for living and working in today's society while honing communication skills through online learning as a catalyst to future success and a lifelong love of learning.

### 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	We will strategically plan and develop our course maps to align with CCSR in order to expose students to the rigor needed to be successful in college.	By aligning to Common Core we can ensure that our students are receiving instruction that is highly effective and will produce outcomes that will show growth according to standards that will make them successful in college.
2	By using the Performance Tasks associated with the REACH model along with summative and formative assessments we will ensure that curriculum is aligned to CCSR and students are working towards mastery of those standards.	Our goal is to become a school that uses mastery grading and to achieve this goal we must use our data to inform our instruction every day and on every level. We use data, but we feel with a much strategic approach we can get to our ultimate goal is that our grades are determined by student achievement mastery on Common Core Standards
3	Through our Full School Day plan we will provide reading and mathematics intervention to students identified through our universal screeners and monitor progress by utilizing our online tools.	As part of our Full School Day schedule we will use our Response To Intervention model to increase the level of differentiation in all contents and among all levels. This will help our teachers develop inclusive, as well as enrichment practices so all students are getting the same high quality individualized instruction and interventions.
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
We will strategically plan and develop our course maps to align with CCSR in order to expose students to the rigor needed to be successful in college.	By aligning to Common Core we can ensure that our students are receiving instruction that is highly effective and will produce outcomes that will show growth according to standards that will make them successful in college.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
At least 4 Teacher Leaders attend Common Core Institute June 18-21	ILT/ Teacher Teams	Not Applicable	Principal/Teacher Leaders	Summer 2012			Representatives from each content area should attend
Principal will schedule and Teacher Leaders will implement Staff PD before end of June	Professional Development	Not Applicable	Principal/Teacher Leaders	Summer 2012			Would consist of breakout sessions to educate teachers and ensure everyone is on the same page for implementing Common Core standards in their unit plans
Department Chairs will meet with department members to plan and schedule meeting times for summer. Due by the end of June.	ILT/ Teacher Teams	Not Applicable	Department Chairs	Summer 2012			
Departments meet at least 10 hours to create curriculum and unit plans which are aligned to Common Core.	Instructional Materials	Not Applicable	All Teachers	Summer 2012			Department Chairs are expected to have meeting agendas and sign-in sheets
During summer department planing meetings, teachers will be required to present at least one lesson (within a unit) to their department chair for critique by the end of July.	Instruction	Not Applicable	All Teachers	Summer 2012			
During summer retreat in August, teachers will present their Common Core aligned unit to fellow department members.	Instruction	Not Applicable	All Teachers	Summer 2012			
Department Chairs will perform observations of each teacher's Common Core aligned lesson in action.	Instruction	All	Department Chairs	Quarter 1			Observations can be videotaped. Department Chairs will then meet with each teacher to discuss observation and provide feedback.
During weekly department meetings, teachers will be required to present a sample lesson from their Common Core aligned unit to fellow department members at least once a quarter.	Instructional Materials	All	All Teachers	On-going			Department Chairs will report back to ILT with department's progress.
Department Chairs will perform observations of each teacher's Common Core aligned lesson in action.	Instructional Materials	All	Department Chairs	Quarter 3			
During weekly department meetings, teachers will be required to present a sample lesson from their second Common Core aligned unit to fellow department members.	Instructional Materials	All	All Teachers	Quarter 4			



Strategic Priority 1


## 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
By using the Performance Tasks associated with the REACH model along with summative and formative assessments we will ensure that curriculum is aligned to CCSR and students are working towards mastery of those standards.	Our goal is to become a school that uses mastery grading and to achieve this goal we must use our data to inform our instruction every day and on every level. We use data, but we feel with a much strategic approach we can get to our ultimate goal is that our grades are determined by student achievement mastery on Common Core Standards

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Department heads develop a standards reflection tool and introduce it to their departments over the summer	ILT/ Teacher Teams	All	Department heads	Summer 2012	Summer 2012		This should be created so it is user friendly and easily understood by parties outside of the department. It should be clear which set of standards are being worked on by which student.
Teachers will implement the use of the reflection tool and at least twice weekly.	Instruction	All	All Teachers	Quarter 1	On-going		Teachers should identify whether students are being introduced, practicing or mastering the skill
Meet monthly to discuss the data reflection tool	Instruction	All	All Teachers	Quarter 1	On-going		As a department discuss struggles, strategies and progress in order to between inform instruction and produce growth.
The quality of the performance tasks and assessments are included on the data reflection	Instructional Materials	All	All Teachers	Quarter 1	On-going		Weekly performance tasks will be looked at and critiqued for use the following week.
Introduce teachers to mastery grading and how to embed the standards within the content.	Professional Development	All	ILT	Summer 2012	Summer 2012		If students are practicing a skill- a percentage will be given to show how close they are to mastery of that skill
Produce weekly performance task to assess students current skill level.	Instruction	All	All Teachers	Summer 2012	On-going		These can be issued in class as an assignment or as homework for the students.
Create a group of performance tasks to be included on the summative exam that will properly assess their status on each of the skills being practiced.	Instruction	All	All Teachers	Summer 2012	On-going		Teachers across gradelevels when assessing the same skill should use similar if not the same performance tasks to assess students levels. This standardizes the summative assessments a bit and allows for better analysis and reflection on teaching.



**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
Through our Full School Day plan we will provide reading and mathematics intervention to students identified through our universal screeners and monitor progress by utilizing our online tools.	As part of our Full School Day schedule we will use our Response To Intervention model to increase the level of differentiation in all contents and among all levels. This will help our teachers develop inclusive, as well as enrichment practices so all students are getting the same high quality individualized instruction and interventions.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will participate in Universal Screening assessments (PLAN, EXPLORE, PSAE)	ILT/ Teacher Teams	All	Rtl Team/ All Teachers	Summer 2012	Summer 2012		
Based on Universal Screening assessment data, students will be placed into 3 tiers for Reading and Math.	Other	All	Rtl Team	Summer 2012	Summer 2012		
Students on Tiers 2 and 3 will then be assessed using the Stanford Diagnostic Tests for Reading and Math to determine specific skill deficits.	Other	All	Rtl Team	Summer 2012	Quarter 1		
Schedules will be developed to incorporate necessary Reading and Math intervention/enrichment periods for each student.	Instruction	Other student group	Rtl Team/ Administration	Summer 2012	On-going		
All curricular content and instructional materials will be developed to meet the instructional needs of students on all 3 tiers of Rtl. All content will be modified to meet reading and/or math needs.	Instructional Materials	All	All Teachers	Summer 2012	On-going		
Students who are on Tiers 2 and 3 for Reading and/or Math will receive targeted interventions and instruction (based on identified skill deficits) during a separate class period.	Instruction	Other student group	Rtl Team	Quarter 1	On-going		The separate class period will be part of our Full School Day model.
Students will be progress monitored on a daily basis, via online program reporting, while also being assessed on a bi-weekly basis to determine success of interventions and student skill mastery.	Instruction	Other student group	Rtl Team	Quarter 1	On-going		
As students demonstrate mastery of targeted skill deficits, they will be moved from their current tier to a less intensive tier.	Instruction	Other student group	Rtl Team	Quarter 1	On-going		
Students in Tier 1 will be provided enrichment and acceleration opportunities (AP, STEM, etc.) during the separate class period.	Instruction	Other student group	Rtl Team/All Teachers	Quarter 1	On-going		The separate class period will be part of our Full School Day model.
Students will be reassessed using Universal Screening assessments and will be re-tiered as necessary.	Other	All	Rtl Team	Quarter 2	Quarter 3		Students will be assessed at the very end of the quarter and any changes to students' tiers will take effect immediately.





**Strategic Priority 3**

At the end of the school year, students will once again take the Universal Screening assessments to determine Tier and skill deficits.	ILT/ Teacher Teams	All	All Teachers	Quarter 4	Quarter 4		This data will be used to place students in instructional Tiers for the following school year.

## Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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

### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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