

Mission Statement

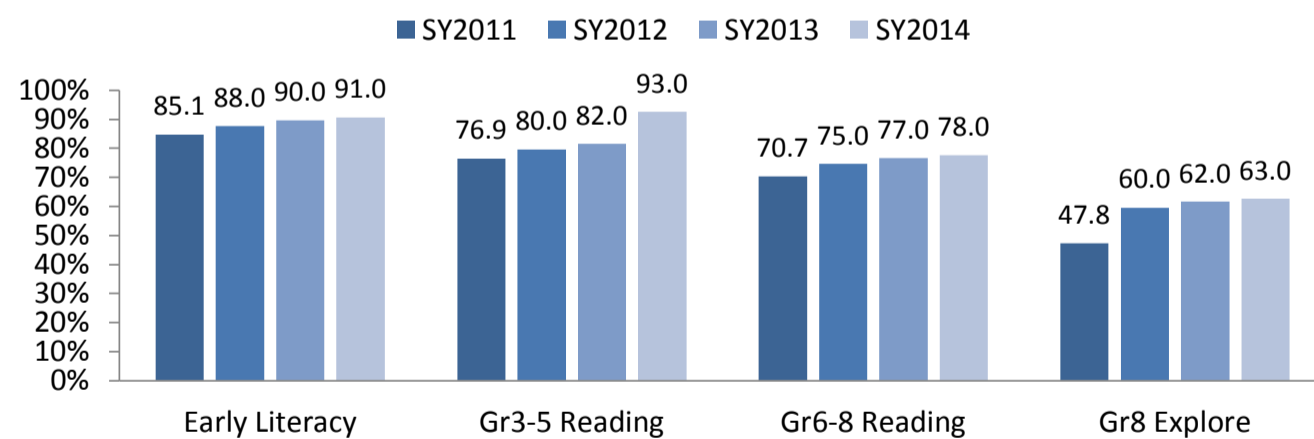
Our focus at Alcott is to create a small school environment. Our teachers support the core curriculum through the integration of the arts: incorporating music, drama and visual arts as well as a Mandarin Chinese language program. With creative leadership and dedication every child can succeed and meet the challenges today's students encounter. Success at Alcott involves more than just high test scores. We seek to educate the whole child with emphasis on problem solving skills. An Alcott graduate should be prepared for higher education; a life-long learner, critical thinker and a productive, responsible, global citizen.

Strategic Priorities

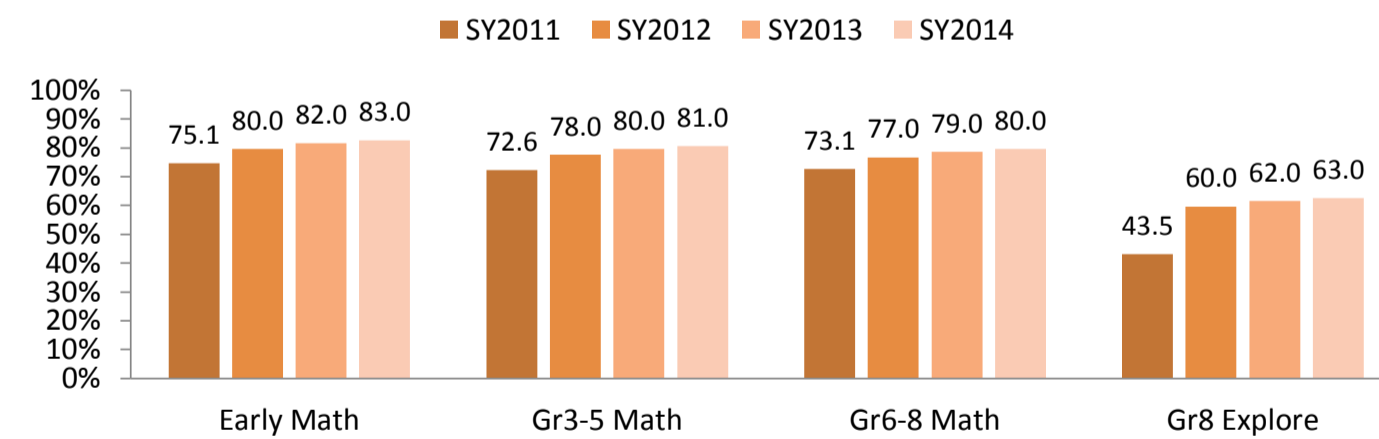
1. Create a world class Prek-12 Asian Studies program that encompasses Mandarin Chinese, social studies and art classes at both campuses to increase a cohesive literacy approach for all three disciplines (Elementary and High School)
2. Develop a schoolwide curricular plan that supports student mastery of CCSS and incorporates cross curricular and vertically aligned instructional units and performance tasks (Elementary and High School)
3. Increase literacy campuswide by differentiating approaches dependent upon RtI, standardized test scores, IEP requirements and student interest via CCSS-aligned instruction and enrichment opportunities (Elementary and High School)

School Performance Goals

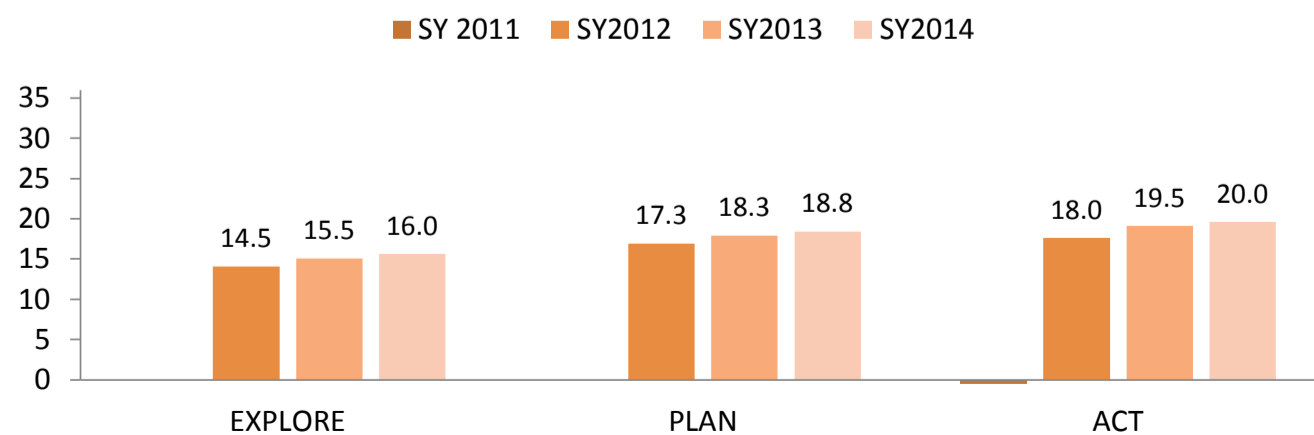
Literacy Performance Goals



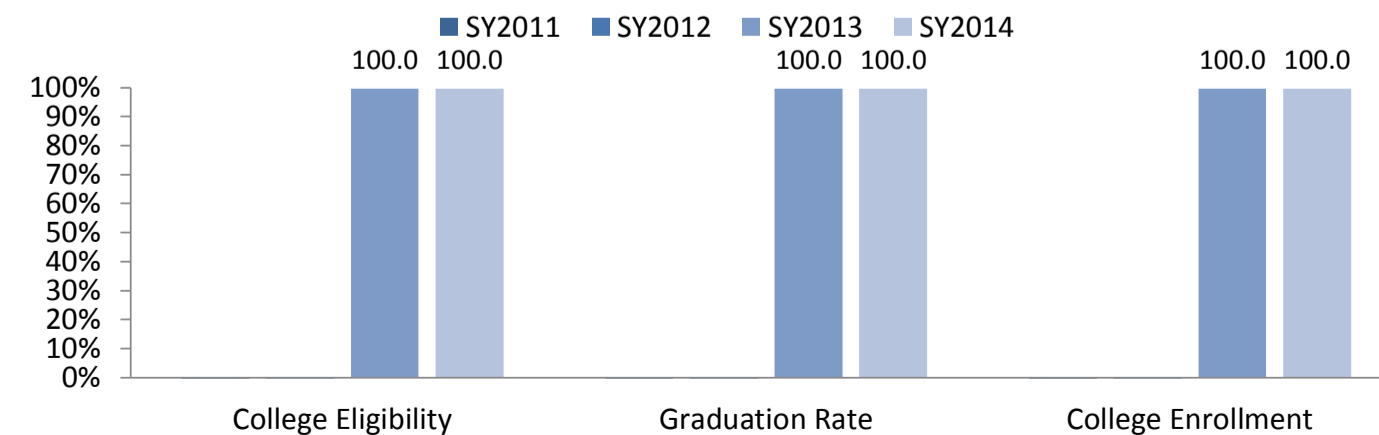
Math Performance Goals



EPAS Goals



12th Grade & Graduation Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Alcott High School for the Humanities

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
David J. Domovic	Principal
Laura Watson	Assistant Principal
Brian Zehr	Assistant Principal
MaryAnne Pysson (ILT)	Other
Kerry Maxwell (ILT)	Classroom Teacher
Elena Turczeniuk (ILT)	Classroom Teacher
Paul Zajac	Classroom Teacher
Scott Brown	Counselor/Case Manager
Kelly McCarthy	Counselor/Case Manager
Beth Pfeiffer (ILT)	Classroom Teacher
Tracy Stancil	Parent/ Guardian
Joseph Jun	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	85.1	88.0	90.0	91.0		Early Math % of students at Benchmark on mClass	75.1	80.0	82.0	83.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	76.9	80.0	82.0	93.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	72.6	78.0	80.0	81.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.4	60.0	62.0	63.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	60.0	62.0	63.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	70.7	75.0	77.0	78.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	73.1	77.0	79.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	62.0	64.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.2	72.0	74.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	47.8	60.0	62.0	63.0		Explore - Math % of students at college readiness benchmark	43.5	60.0	62.0	63.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.7	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	7.1	3.0	3.0	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	91.0	93.0	94.0	95.0		ISAT - Reading % of students exceeding state standards	46.1	50.0	52.0	54.0
ISAT - Mathematics % of students meeting or exceeding state standards	95.6	96.0	97.0	97.0		ISAT - Mathematics % of students exceeding state standards	52.6	58.0	60.0	62.0
ISAT - Science % of students meeting or exceeding state standards	93.3	93.0	94.0	95.0		ISAT - Science % of students exceeding state standards	38.9	40.0	42.0	44.0



High School Goal Setting

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

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		14.0	14.5	15.5	16.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	NDA	100.0	100.0
10th Grade - PLAN Average PLAN score		15.4	17.3	18.3	18.8	5-Year Graduation Rate % of students who have graduated within 5 years	NDA	NDA	100.0	100.0
11th Grade - ACT Average ACT score	NDA	16.2	18.0	19.5	20.0	College Enrollment % of graduates enrolled in college	NDA	NDA	100.0	100.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	3.8	3.3
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.2	1.7

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	92.7	95.0	96.0	96.0	Misconducts Rate of Misconducts (L4-6) per 100	7.1	6.0	5.0	4.0
Freshman On-Track % of Freshman Students on-track	87.6	95.0	98.0	100.0	Sophomore On-Track % of Sophomore students on track	94.7	96.5	98.0	100.0



High School Goal Setting

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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	NDA	85.0	90.0	95.0		PSAE Reading % of students exceeding state standards	NDA	20.0	30.0	40.0
PSAE Mathematics % of students meeting or exceeding state standards	NDA	85.0	90.0	95.0		PSAE Mathematics % of students exceeding state standards	NDA	20.0	30.0	40.0
PSAE Science % of students meeting or exceeding state standards	NDA	85.0	90.0	95.0		PSAE Science % of students exceeding state standards	NDA	20.0	30.0	40.0

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>Alcott has established clear, measurable goals for student achievement and college and career readiness. These goals are embedded at the school, grade and classroom levels for the elementary and at the school and grade level at the high school. The classroom level at the high school is lacking, but it is a priority of the high school.</p> <p>Teaching March to March Benchmark Progress Monitoring Common Core Standards Rtl Scantron Data</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal has established a community of learning for all. This includes teachers, student teachers, ESPs, students and parents. The vision is fully embedded in both campuses and "buy in" from key stakeholders is evident throughout. The principal is the visionary who provides professional development for teachers and ESPs throughout the school year.</p> <p>Teacher Collaboration In-House professional development/continuous improvement Funds for additional professional development Coaches and mentors as necessary Breakfast with the Principal</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>Teacher leadership has been cultivated via the following opportunities:</p> <ul style="list-style-type: none"> ILT Course team leadership Curriculum teams Data team CIWP team Union representation PPC Grant writing Whole staff meetings Fundraising Testing Coaching <p>Opportunities for teacher leadership Staff assigned to teams and committees Ex: ILT, CWIP, Rtl, Healthy Food, PBIS, and the like</p>	

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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 	<p>The school's ILT is comprised of teacher leaders from various disciplines including English, social studies, library, science, elementary grades, assistant principals, reading and others.</p> <p>The ILT has some knowledge of and practice with data reflection and decision-making. This is an area of growth for SY13.</p> <p>The ILT identifies quality professional development in the form of external partnerships, internal PD and whole staff PD.</p> <p>Current ILT made up of representatives across grade levels and departments</p> <p>The ILT is committed to improving instruction</p>	2
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>A systematic approach to analyzing data is evident, but does not permeate each and every decision as it pertains to student success. Having said that, teachers and administrators do make decisions based on current student data.</p> <p>Administration monitors progress continuously</p> <p>Teachers evaluate data continuously using Scantron Benchmarks, Dibels, Mclass Math, EPAS data</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Intervention: AHSB intervention takes place every Tuesday and Thursday afternoon during the school year.</p> <p>Pacing and scoping in Writing and Literature curriculum at the elementary level is strong. Curriculum mapping at the elementary and some at the high school is evident.</p> <p>A diversity of literature--fiction, nonfiction, poetry, plays, etc., is utilized in the various appropriate departments--including fine arts--so that all students have access to grade-appropriate reading material that reflects the reading levels of our readers.</p> <p>A shift from fiction to nonfiction is underway in English.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>At the elementary level, instructional material alignment is strong. Materials include Math Investigations, Open Court, and novels.</p> <p>At the high school level, instructional material alignment is evident, but materials are lacking due to budget constraints. This will change with targeted resources in the new budget. Committees currently meeting to align to CCSS</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Alcott completes all of the required testing on a continuous basis (EPAS, ISAT, Scantron, High School Interim Assessments, etc.). As well, both campuses check for understanding and mastery via formative and summative exams throughout the year. Data gained from administering these tests is used by course teams and grade level teams.</p> <p>Students with accommodations receive extensive support in the form of modified tests, extended time, small testing settings, etc. This is to ensure all students have the same access and expectations for college and career success.</p> <p>Special education Shared data Benchmark assessments Grade level meetings Comprehensive assessments Special Ed accommodations and modifications</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Instruction is currently aligned to the respective state standards, but that will be shifting to CCSS this fall. Teachers clearly communicate such objectives via syllabi, directions and procedures. In addition, teachers are currently aligning the curriculum to accurately reflect what was taught prior to the students entering the particular classrooms.</p> <p>Teachers at both campuses use formative assessments to monitor student progress and check for understanding. This includes additional assessment tools for students with IEPs.</p> <p>Clearly defined objectives Students reaching to exceed standards Use of complex text Use of higher order thinking skills Standards based curriculum for Reading and Math Formative assessments</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Intervention at the high school includes a twice-weekly intervention time built into the block schedule. Students may opt to attend intervention; others are directed to intervention based on current data such as attendance, grades, recent report cards, etc.</p> <p>A more targeted intervention program is being developed for SY13 so that students with various deficiencies in reading or mathematics can be identified and directed every six weeks.</p> <p>Clinicians, Counselors and Sped Teachers provide resources and supports Accommodations and modifications as needed Use of Scantron, ISAT, Dibels, Mclass Math, classroom benchmark screening assessments</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers routinely request professional development opportunities. Funding is provided for each staff member to pursue personal professional development requests.</p> <p>The school has teacher collaboration on a twice-monthly basis.</p> <p>Grade level meetings Rtl teams Professional Development</p>	

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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. 	<p>Teacher collaboration is central to the master schedule. Teachers at the high school have a departmental common prep period twice a week in addition to a cross curricular common prep on twice a week. This allows for incredible collaboration potential at the high school level.</p> <p>All teacher teams prepare curriculum for AP, honors, academic, specialized services and significantly modified levels. At times, a classroom may have two or three levels scheduled into one class period. Differentiation is essential in these class periods.</p> <p>Rigorous and relevant instruction Teacher collaboration through grade level and RtI weekly meetings Progress monitoring Formative and Summative assessments</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers at both campuses have opportunities to mentor new staff members. Many staff members at the high school are established in their careers and require less new teacher support.</p> <p>All teachers who have at least three years of experience are encouraged to support a student teaching program with DePaul University. In return, current staff members graduate credit opportunities. As well, numerous graduates from the student teaching program are hired for ESP or teaching positions.</p> <p>Teachers are encouraged to perform instructional rounds with administrators throughout the school year.</p> <p>Mentors for new teachers Instructional Rounds</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Most staff members at the high school campus are AVID trained because all students are enrolled in AVID classes for at least three, if not four, years.</p> <p>Student voice is being cultivated at the high school campus via Mikva Challenge, debate team, student council, etc.</p> <p>Urgency towards achieving high expectations Regular data analysis College expectations</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few 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>Every student at the high school is assigned a Symbouli teacher-- someone who is responsible for the students for four years. In addition, every student in Symbouli receives social-emotional curriculum (SEL). As well, students are supported by Girls Group, Guys Group, etc.</p> <p>All specialized services students at the high school are encouraged to be on academic, sports and extracurricular teams.</p> <p>Special education included in all activities Student advocates Respect among students</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Both campus staffs establish and maintain a safe, welcoming school environment. A strong majority of the student body stated in last year's My School, My Voice that they feel safe and welcomed.</p> <p>Individual Classroom discipline plans Home Court Advantage School-wide silent signal Early stages of PBIS implementation</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			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. 	<p>Parents at both campuses are invited to evening meetings that share information about individual and grade level performance. In addition, AVID students and their parents at the high school attend at least two parent meetings which provide data to parents about student achievement.</p> <p>Parent are encouraged to utilize the school websites, Parent Portal (triggers, updates, etc.), teacher emails, etc., to stay fully informed about their children's progress.</p> <p>Grade level curriculum available online for school community Curriculum night CCSS</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Principal/teacher emails classroom websites 'Tidbits from the Top' updates from Principal First Class Parent Portal</p>	
Bonding ----->			4	
	<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. 	<p>In just three years, AHS has established a warm and welcoming, non-threatening environment of learning for everyone--parents, visitors and, especially, the students.</p> <p>The principal is at the forefront of building family motivation. Over the course of 10 years, the school community has raised hundreds of thousands of dollars for the expressed purpose of lowering class size, building extracurricular programs and bolstering academic offerings. All of this stems from the principal's vision for the school and its students.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The school and its staff work tirelessly to connect specialized services programs with current students and their families. This could mean Best Buddies for students in the cluster program; it might even mean hosting a "Get Rid of the R Word" campaign.</p> <p>Family outreach Counselor and Sped staff provide needed support as needed</p>	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The elementary hosts a Career Day in addition to middle school career related activities.</p> <p>The high school attends at least one college fair per year in addition to college visits beginning in grade 9.</p>	
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. 	<p>Upper grade level students at the elementary discuss planning for college and career.</p> <p>At the high school, students are provided with an academic planner, constant encouragement for reaching AP level classes, PSAT testing, honor roll celebrations, AVID strategies for successful high school and college experiences and academic-rich extracurricular opportunities such as Debate and Science Olympiad.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>The elementary offers activities for debate, Girls on the Run, Outside vendor Youth Guidance offers Wild Cat Activities.</p> <p>The high school provides a wide range of extracurricular opportunities that align to academic offerings and beyond.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	Both campuses proctor EXPLORE exams while the high school provides IAA, PLAN, ACT, PSAT, PSAT and AP testing aligned to college success for all students.	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Alcott High School is in its third year and every junior is enveloped with information about college options, admissions, costs and financial aid via college visits, recruitment advisors, AVID courses and parent/student meetings.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>At the elementary level, grade level curriculum is provided online in addition to yearly Curriculum Night activities.</p> <p>At the high school level, every student earns service learning hours tied to community needs and interests. Some of these opportunities provide students direct interaction with sites deemed appropriate for transition or provide insight for a successful transition to college or career.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation					
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3					
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The combined school budget is aligned with identified needs and priorities such as much needed materials in the core courses.</p> <p>As well, the following have been cultivated over the past several years:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Friends of Alcott</td> <td style="width: 50%;">Grant opportunities</td> </tr> <tr> <td>Community funding</td> <td>Community partnership opportunities</td> </tr> <tr> <td>Parent fundraising</td> <td></td> </tr> </table>	Friends of Alcott	Grant opportunities	Community funding	Community partnership opportunities	Parent fundraising	
	Friends of Alcott	Grant opportunities							
	Community funding	Community partnership opportunities							
Parent fundraising									
Building a Team ----->			3						
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is conducted when staff capacity and scheduling demand. As such, the high school has been building over the course of the past three years and strategic hiring has been essential to our success.</p> <p>Typical hires are student teachers from one of the two campuses or experienced teachers. Seldom does a person get hired without any connection to one of the two campuses.</p> <p>Teacher candidates teach model lessons at Alcott prior to being offered positions.</p> <p>University partnerships</p> <p>Consistent hiring of student teachers</p>							
Use of Time ----->			3						
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>The school schedule is designed with student needs, teacher needs and schoolwide growth goals in mind. Each school week consists of at least two times for enrichment and/or intervention. This has been the "norm" for the high school since its inception. As well, the school day allows for SEL instruction, block scheduling and twice weekly cross curricular and departmental collaboration.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Weekly team meetings</td> <td style="width: 50%;">Rtl</td> </tr> <tr> <td>Differentiation</td> <td>Flexible scheduling</td> </tr> </table>	Weekly team meetings	Rtl	Differentiation	Flexible scheduling			
Weekly team meetings	Rtl								
Differentiation	Flexible scheduling								

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

Our focus at Alcott is to create a small school environment. Our teachers support the core curriculum through the integration of the arts: incorporating music, drama and visual arts as well as a Mandarin Chinese language program. With creative leadership and dedication every child can succeed and meet the challenges today's students encounter. Success at Alcott involves more than just high test scores. We seek to educate the whole child with emphasis on problem solving skills. An Alcott graduate should be prepared for higher education; a life-long learner, critical thinker and a productive, responsible, global citizen.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Create a world class Prek-12 Asian Studies program that encompasses Mandarin Chinese, social studies and art classes at both campuses to increase a cohesive literacy approach for all three disciplines (Elementary and High School)	Both campuses have Mandarin Chinese offered to all of its students. As well, Alcott intends to building fluency in a second (or third) language by connecting students' academic pursuits in art and social studies. Finally, an overarching goal for both campuses supports a cohesive PreK-12 model.
2	Develop a schoolwide curricular plan that supports student mastery of CCSS and incorporates cross curricular and vertically aligned instructional units and performance tasks (Elementary and High School)	First, there is a shift from IL state standards to CCSS and this necessitates a need for understanding of the task at hand. Drawing from AVID strategies and approaches, a common set of practices involving writing and literacy should be developed to create a common language among students, staff and parents throughout campus.
3	Increase literacy campuswide by differentiating approaches dependent upon Rtl, standardized test scores, IEP requirements and student interest via CCSS-aligned instruction and enrichment opportunities (Elementary and High School)	Current ACT, PLAN and EXPLORE data at the high school level indicate a deficiency in reading. By focusing instruction on current best practices as they relate to literacy, reading scores and, ultimately, student success will increase.
4		
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Create a world class Prek-12 Asian Studies program that encompasses Mandarin Chinese, social studies and art classes at both campuses to increase a cohesive literacy approach for all three disciplines (Elementary and High School)	Both campuses have Mandarin Chinese offered to all of its students. As well, Alcott intends to building fluency in a second (or third) language by connecting students' academic pursuits in art and social studies. Finally, an overarching goal for both campuses supports a cohesive PreK-12 model.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Investigate other Asian Studies programs at schools in CPS and suburbs	Other	All	Asian Studies Committee	Summer 2012	Quarter 1		
Join the Asia Society to gain new insight into current Asian studies options in addition to various curricular and extracurricular opportunities to be included during year 1 and 2	Other	All	Asian Studies Committee	Summer 2012	Summer 2012		
Determine if International Studies Schools Network is viable for a PreK-12 model	Other	All	Asian Studies Committee	Quarter 1	Quarter 2		
Conduct an audit of current resources pertaining to Chinese program at both campuses and compile a list of such resources to be shared	Instructional Materials	All	Asian Studies Committee	Quarter 1	Quarter 1		
Create a cohesive PreK-12 Chinese language curriculum	Instruction	All	Language Teachers	Summer 2012	Quarter 4		
Develop social studies unit plans from PreK-12 that explore Asian culture, arts, food, etc.	Instruction	All	Social Studies Teachers	Quarter 1	Quarter 4		
Attend at least one professional development that promotes Asian Studies (Asia Society National Conference, etc.)	Professional Development	All	Language, Social Studies and Arts Teachers	Quarter 1	Quarter 3		
Host an Asian Studies Learning Fair that encompasses language, social studies and arts	Other	All	Language, Social Studies and Arts Teachers	Quarter 4	Quarter 4		
Explore options for language learning labs at both campuses	Equipment/ Technology	Students With Disabilities	Technology coordinator, language teachers	Summer 2012	Quarter 1		
Provide student opportunities for global action and awareness tied to Asian studies (Chinese dance, food drive, democracy, poetry readings, youth ambassadors, etc.)	Instruction	All	Language, Social Studies and Arts Teachers	Quarter 1	Quarter 4		



Strategic Priority 1

Devise a public awareness campaign that brings together Mandarin language, Asian studies and art	Instruction	All	Language, Social Studies and Arts Teachers	Quarter 1	Quarter 3		
Build a sister school relationship with at least two Asian schools each year	After School/ Extended Day	All	Language, Social Studies and Arts Teachers	Quarter 1	Quarter 4		
Support an Asian Studies Club at both campuses that promote literacy, awareness and action	After School/ Extended Day	All	Language, Social Studies and Arts Teachers	Quarter 1	Year 2		
Strengthen the bond between Alcott and Confucius Institute at Payton College Prep HS by attending regular meetings, brainstorming sessions and PDs.	Other	All	Language, Social Studies and Arts Teachers	Summer 2012	Summer 2013		



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
Develop a schoolwide curricular plan that supports student mastery of CCSS and incorporates cross curricular and vertically aligned instructional units and performance tasks (Elementary and High School)	First, there is a shift from IL state standards to CCSS and this necessitates a need for understanding of the task at hand. Drawing from AVID strategies and approaches, a common set of practices involving writing and literacy should be developed to create a common language among students, staff and parents throughout campus.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a scope-and-sequence for each course	Instruction	All	Department Chairs	Summer 2012	Summer 2012		
Attend CCSS professional development throughout the school year	Instruction	All	Department Chairs	Summer 2012	Summer 2013		
Provide departmental as well as cross-curricular common prep time in the master schedule	Staffing	All	Scheduler	Summer 2012	Summer 2013		
Create grade or course level performance tasks to provide students with opportunities to express knowledge and teachers with data to gauge that growth	Instruction	All	Department Chairs	Quarter 1	Quarter 3		
Structure class time to align with all levels of learning in the classroom and provide differentiated learning opportunities that may run simultaneously	Instruction	All	Department Chairs	Quarter 1	Quarter 4		
Teacher leaders leading model lessons involving CCSS-aligned teaching from which colleagues could learn best practices	Instruction	All	ILT, Teacher Leaders	Quarter 2	Quarter 3		
Identify targeted CCSS professional development for English/Language Arts and Mathematics teachers	Instruction	All	English, Math Teachers	Quarter 1	Quarter 3		
Align courses both vertically and horizontally with CCSS as the backdrop/resource for such work	Instruction	All	Teachers	Summer 2012	Quarter 4		
Devise curriculum maps for each course that "begin with the end in mind"	Instruction	All	Teachers	Summer 2012	Summer 2012		
Measure literacy across the disciplines as it pertains to student data from EPAS, formative and summative assessments, performance tasks, etc. to identify which strategies are making an impact in reading scores on ISAT and PSAT	Instruction	All	Teachers, ILT	Summer 2012	Quarter 4		



Strategic Priority 2

Purchase nonfiction texts/material for all disciplines in addition to the library--all supportive of an overall goal to incorporate 70 percent nonfiction into the curricular options.	Instructional Materials	All	Teachers, Administrators	Summer 2012	Summer 2012		
Adopt a concise, research based writing approach across the grades and disciplines that includes AVID WICR strategies	Instruction	All	Teachers, ILT	Quarter 1	Quarter 4		
Institute an academic vocabulary that encompasses various disciplines and allows for access for all students	Instruction	All	Math, English Teachers	Quarter 1	Quarter 1		
Identify common reading strategies that supports literacy across the grades and disciplines	Instruction	All	Teachers, ILT	Summer 2012	Quarter 2		
Post various common tools for reading and writing around campus	Instructional Materials	All	Teachers	Quarter 1	Quarter 1		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase literacy campuswide by differentiating approaches dependent upon Rtl, standardized test scores, IEP requirements and student interest via CCSS-aligned instruction and enrichment opportunities (Elementary and High School)	Current ACT, PLAN and EXPLORE data at the high school level indicate a deficiency in reading. By focusing instruction on current best practices as they relate to literacy, reading scores and, ultimately, student success will increase.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Investigate professional development opportunities on reading strategies	Professional Development	All	ILT	Summer 2012	Quarter 1		
Conduct at least one professional development on best ways to incorporate nonfiction texts into unit planning	Professional Development	All	ILT	Quarter 1	Quarter 2		
Support a campus book club by funding materials and supporting teacher leaders	After School/ Extended Day	All	Beth Pfeiffer MaryAnne Pysson	Quarter 1	Quarter 4		
Provide a wide variety of nonfiction text that is engaging and accessible for students in settings such as the classroom, the library and online	Other	All	Teachers Aministration	Quarter 1	Quarter 4		
Conduct at least one professional development on building upon incorporating nonfiction texts into unit planning	Professional Development	All	ILT Teacher Leaders	Quarter 1	Quarter 2		
Conduct at least one professional development on building upon incorporating nonfiction texts into unit planning	Professional Development	All	ILT Teacher Leaders	Quarter 1	Quarter 4		
Creative a schoolwide approach to writing that incorporates AVID WICR strategies	Instruction	All	AVID, English teachers	Quarter 1	Quarter 2		
Form a committee that will identify essential elements of effective reading instruction to improve EXPLORE, PLAN and ACT reading scores	ILT/ Teacher Teams	All	EPAS Committee	Quarter 1	Quarter 1		
Attend at least one professional development that supports continued learning of 21st Century literacy skill building	Professional Development	All	Teachers Administrative Team	Quarter 1	Quarter 3		
ILT conducts instructional rounds focused on literacy components such as reading, writing, text complexity, etc.	Instructional Materials	All	Teachers, Administrative Team	Quarter 1	Quarter 3		



Strategic Priority 3

Teachers conduct observations of colleagues to gather data on employment of literacy strategies	Professional Development	All	Teachers	Quarter 1	Quarter 3		
Prepare assessments that include text-evidence based writing prompts	Instruction	All	Teachers	Quarter 1	Quarter 4		
Build assessment options that evidence-rich reading, writing, and speaking opportunities	Instruction	All	Teachers	Quarter 1	Quarter 2		
Host parent information meetings such as Curriculum Night to communicate CCSS	Instruction	All	Assistant Principals	Quarter 1	Quarter 1		
Develop a committee across grade levels and disciplines to analyze Reading data and align CCSS to the curriculum	Instruction	All	Assistant Principals	Quarter 1	Quarter 2		
Analyze CCSS in Reading and align to the curriculum	Instruction	All	Turczeniuk	Quarter 1	Quarter 2		
Analyze instructional strengths and weakness in Reading subtopics	Instruction	All	Turczeniuk	Quarter 1	Quarter 2		
Develop a committee across grade levels and disciplines to analyze Math data and align CCSS to the curriculum	Instruction	All	Assistant Principals	Quarter 1	Quarter 1		
Analyze CCSS in Math and align to the curriculum	Instruction	All	Crosby Kolody	Quarter 1	Quarter 2		
Analyze instructional strengths and weakness in Math subtopics	Instruction	All	Crosby Kolody	Quarter 1	Quarter 2		



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