



**2012-2014 Continuous Improvement Work Plan**

**Ogden International High School**

North-Northwest Side High School Network

1250 W Erie St Chicago, IL 60622

ISBE ID: 150162990250855

School ID: 610529

Oracle ID: 24731



**Mission Statement**

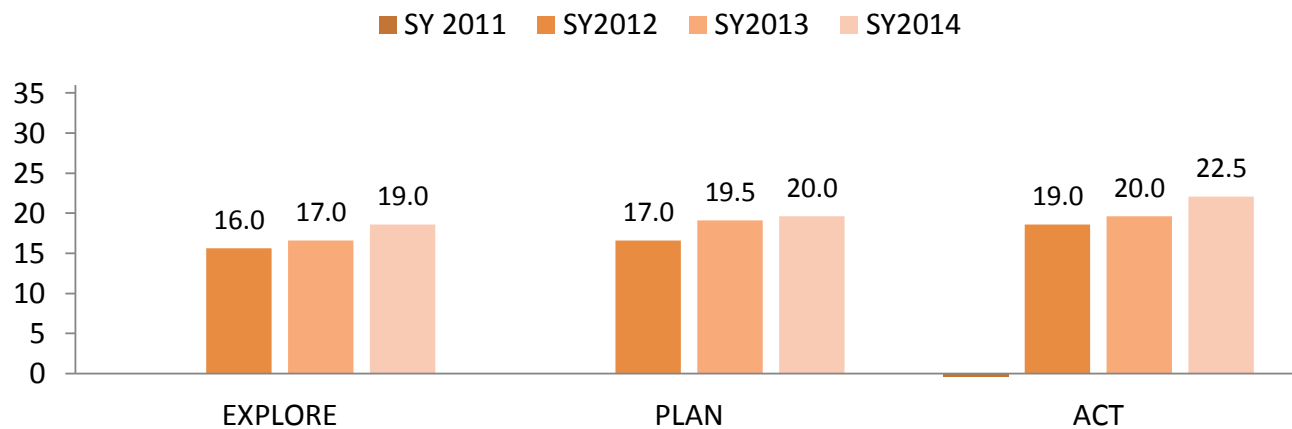
Ogden provides a world-class education to students who will become leaders of change within the global community in the 21st Century. Ogden has a commitment to provide a distinctive, high-quality international education which cultivates intellectual inquiry and global engagement.

**Strategic Priorities**

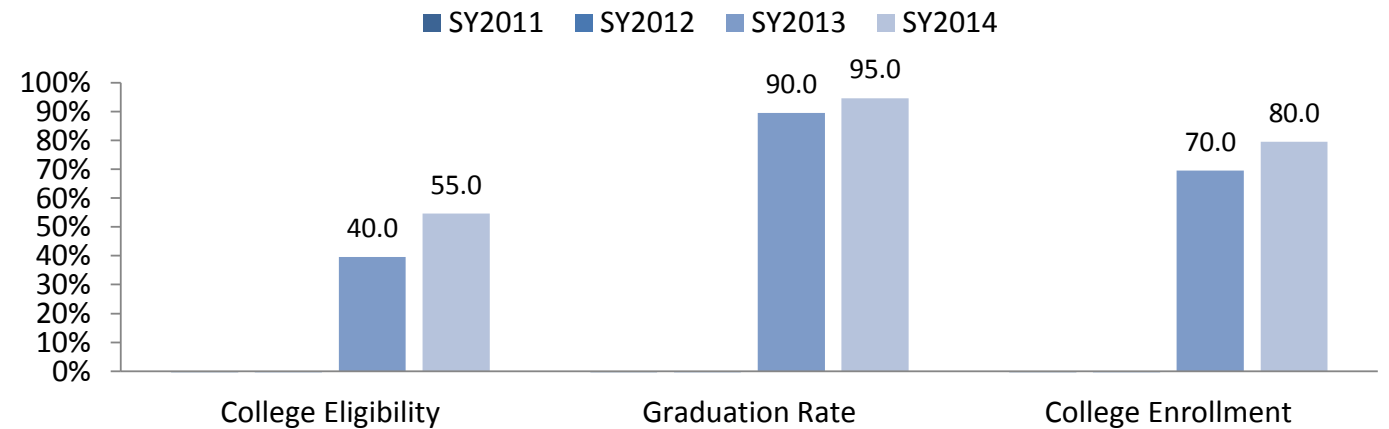
1. Implement the International Baccalaureate Programme (PYP, MYP, and DP) aligned with the Common Core standards to all students in the school to ensure increased academic success and college readiness.
2. Provide the necessary structures and resources within the school to nurture a passion for learning and to support a student-centered learning environment for all student populations in all subject areas through our graduate profile with Asia Society and IB Learner Profile.
3. Increase active participation of the parents and community to support our instructional program and enhance the programmatic needs of the school.

**School Performance Goals**

**EPAS Goals**



**12th Grade & Graduation Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Ogden International 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
Kenneth M. Staral	Principal
Jeff Finelli	Lead/ Resource Teacher
Debra Fenwick	Lead/ Resource Teacher
Collin MacDonald	Classroom Teacher
Jonathan Schlegel	Classroom Teacher
Kris Hipchen	Classroom Teacher
Terry McCarthy	Classroom Teacher
Jay McDonagh	Classroom Teacher
Eric Calderon	Classroom Teacher
Adam Loreda	Classroom Teacher
Aubrey Feeney	Special Education Faculty
Amalia Lopez	Classroom Teacher



## High School Goal Setting

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

### Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>9th Grade - EXPLORE</b> Average EXPLORE score		15.0	16.0	17.0	19.0	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	NA	40.0	55.0
<b>10th Grade - PLAN</b> Average PLAN score		16.1	17.0	19.5	20.0	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	NDA	NA	90.0	95.0
<b>11th Grade - ACT</b> Average ACT score	NDA	NDA	19.0	20.0	22.5	<b>College Enrollment</b> % of graduates enrolled in college	NDA	NA	70.0	80.0

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	3.5	3.0
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	3.0	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	94.2	96.0	96.5	97.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	13.7	10.0	7.0	5.0
<b>Freshman On-Track</b> % of Freshman Students on-track	93.3	95.0	96.0	98.0	<b>Sophomore On-Track</b> % of Sophomore students on track	85.1	95.0	96.0	98.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	NDA	50.0	65.0	80.0		<b>PSAE Reading</b> % of students exceeding state standards	NDA	20.0	30.0	50.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	NDA	65.0	65.0	80.0		<b>PSAE Mathematics</b> % of students exceeding state standards	NDA	20.0	30.0	50.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	NDA	55.0	65.0	75.0		<b>PSAE Science</b> % of students exceeding state standards	NDA	18.0	30.0	50.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	<b>Goals and theory of action</b> ----->			2
	<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>Ogden has determined that the IB MYP and DP (recently authorized) Programmes will be fully implemented in 2012-2013. In addition, our goal is to increase the academic achievement of our students through the rigorous instruction of IB. Teachers will implement the course descriptions, assess student achievement, and reflect on the results to improve instructional practices.</p>	
	<b>Principal Leadership</b> ----->			2
	<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>Ogden will strive to get clarity on student achievement for its unique grade structure. The principal will ensure that PD is provided and ongoing for the effective implementation of the MYP and DP Programs. Using REACH and an Individual Professional DEvelopment Plan, teachers will identify their course to further improve their instructional practices. Ogden will focus PD on IB, ISSN, and CCSS. Data and student performance will drive instruction.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Ogden has an active ILT, Bilingual lead, mentor program, IB coordinatorsto spearhead new initiatives. Most recently, our ILT at each campus established the criteria for instructional rounds and conducted rounds to identify the Problem of Practice for each campus. PD in 2012-2013 will center around the POP, IB, CCSS, and ISSN.</p>	

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<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 instructional materials support each course's needs. We have expanded our library collection as well as our non-fiction texts. Teachers have been identifying the necessary resources to support the MYP and DP models and ensure text and task complexity.</p>	<b>2</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>		<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>By mid-August a completed schoolwide curriculum map will be established. All instructional materials support each course's needs. We have expanded our library collection to include fiction, non-fiction, and mother tongue books and resources. Teachers have been identifying the necessary resources to support the rigor of their course and ensure text and task complexity.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Departments are responsible for identifying materials to support the MYP and DP Programs. With the MYP and DP Coordinators, they will select the materials to best meet the needs of the students and the established curriculum, aligned with CCSS.</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>NWEA, EPAS, CCSS Quarterly assessments, and other assessments will be used to drive instruction in the classroom. Ogden has been using NWEA for several years. In addition, student portfolios will also be available for student progress and monitoring.</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>Through IB and our Executive Functioning Program with Rush, teachers will follow the frameworks of both. Evidence should be provided daily. We will continue to work with Rush to ensure we are meeting the students' executive functions. Interactive technology, teacher websites, and regular communication with the home will be incorporated.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</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>Interventions are determined by the grade level team. Weekly, the team meets with the MYP and DP Coordinators to address needs. Teachers also can access the counselor and principal to discuss individual students. Progress Reports are distributed every five weeks.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</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>All PD is aligned with IB. Teachers meet weekly and monthly in extended day.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Department teams meet regularly with the MYP and DP Coordinators and then, on a monthly basis, all ancillary staff work with grade level teams as they develop course descriptions aligned with IB.</p>	
	<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>	<p>Ogden has always had an internal mentoring program. All teachers are required to be exposed to IB and ISSN. Ogden has a full time IB MYP Coordinator and DP Coordinator to assist and coach teachers in the IB model. Teachers will have opportunities to visit other IB and ISSN schools and engage in PD with other teachers in the city, state, and world.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Being a PK-12 school reinforces the importance of college readiness. Additionally, all courses and conversations point toward college readiness as we are promoting the IB continuum.	
	<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>	Ogden is an inclusive school. ELL (over 35 languages) and SPED students are fully included in the general education program.	
<b>Behavior &amp; Safety</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>	The Ogden Pledge is the foundation of the school's climate. In addition, the IB Learner Profile is communicated and reinforced throughout the school and over the course of the year.	

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	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>	Expectations are introduced the first three weeks of school. Regular communication via email (almost daily) and teacher websites are established. Ogden has been attracting many new families to the school. Informational meetings are held throughout the school year.	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Most communication is via our website, teacher websites, and electronic mail on a daily basis.	
<b>Bonding</b> ----->			<b>2</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>	Ogden has many activities that engage students and parents. Assemblies, fairs, demonstrations, family nights, fundraisers, PTA activities, etc.	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Ogden works with several neighborhood organizations to support families in need. Our community is rich in resources that can assist as needed. Every year, Ogden supports individual students expressing an interest to pursue an international exchange.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	PK-16 is promoted at all events. Although we are only PK-12, Ogden discusses our IB continuum at all venues and discusses how important reach grade is to the success in college.	
<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>	Ogden offers an array of AP classes. Being authorized as a DP school, rigorous tasks and assessment are essential. We are also aligning our IB standards with the ISSN Graduate Profile.		
<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>	Ogden is rich with extra-curricular activities with numerous and various activities.		

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>NWEA is used in grades 2-10. This is important for ACT which is a good predictor for ACT scores. Until this year, NWEA was used in K-10. Prep Me, an online program, has been implemented in grades 10 and 11. Prep Me is an adaptive program geared toward ACT preparation. Kaplan was offered to all 11th grade students at a</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>As a PK-12 school, college readiness is the ultimate outcome and is a priority of the school as we prepare students to move through the IB continuum. College information nights, visits, and other opportunities through our College Readiness Program.</p>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Ogden is a PK-12 school and is promoting the full IB continuum. Having a HS enables students to experience the HS program. Visits to each campus are available to ensure a seamless transition. HS students have opportunities to connect with the community and meet leaders through a Speakers Forum held at the school.</p>	



## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<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>Ogden's discretionary dollars are used to enhance all programs and ensure that students have the supports and resources they need. Students receive all supplies necessary to effectively function at school.</p>	
	<b>Building a Team</b> ----->			3
<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>The interview process includes: interview with grade level team followed by an interview with AP and Coordinator followed by interview with the principal and finally a classroom demonstration or observation.</p>		
<b>Use of Time</b> ----->			2	
<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>Departments have some common preparation time. FSD will allow for remediation/enrichment as needed by department. 2.5 hours during the first Monday of the month is dedicated to common planning.</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

Ogden provides a world-class education to students who will become leaders of change within the global community in the 21st Century. Ogden has a commitment to provide a distinctive, high-quality international education which cultivates intellectual inquiry and global engagement.

### 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	Implement the International Baccalaureate Programme (PYP, MYP, and DP) aligned with the Common Core standards to all students in the school to ensure increased academic success and college readiness.	The IB Model engages students in rigorous and high level instructional activities. The units should be planned following the IB framework aligned with Common Core. We want to increase the number of students in the exceeds range and feel the rigor of the IB Program will improve academic achievement.
2	Provide the necessary structures and resources within the school to nurture a passion for learning and to support a student-centered learning environment for all student populations in all subject areas through our graduate profile with Asia Society and IB Learner Profile.	We need to ensure our students are well prepared to meet the academic rigor of the curriculum. Learning environments need to enhance instruction and support and resources for ongoing and meaningful professional development need to be established. The Executive Functioning system needs to be reinforced PK-12 to support organization, self-regulation, self-monitoring, and brain based techniques for student support. Student support was identified in the My School, My Voice survey, an assessment with Rush-Neurobehavioral Center, and a report generated by the Asia Society after a three-year site visit during December of 2011.
3	Increase active participation of the parents and community to support our instructional program and enhance the programmatic needs of the school.	As an international school, we must ensure that our parents and community are directly involved with the school's activities and enhance our instructional program. Through several parent meetings, parents have expressed a desire to be more included in the development of an international school.
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
Implement the International Baccalaureate Programme (PYP, MYP, and DP) aligned with the Common Core standards to all students in the school to ensure increased academic success and college readiness.	The IB Model engages students in rigorous and high level instructional activities. The units should be planned following the IB framework aligned with Common Core. We want to increase the number of students in the exceeds range and feel the rigor of the IB Program will improve academic achievement.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Course Outlines and Descriptions are completed and aligned with IB, CCSS, and ISSN.	Instruction	All	Coordinator	Summer 2012	Summer 2012	On-Track	
Instructional materials support the CCSS and Course Descriptions	Instructional Materials	All	AP	Summer 2012	Summer 2012	On-Track	
Ensure the arts, PE, and world language programs continue throughout the school and are embedded in the MYP	Instruction	All	Coordinator	Summer 2012	Summer 2012	On-Track	Evidence will be found in the Course outlines and student portfolio.
There is evidence that teachers engage students in a variety of activities that support higher level thinking skills focused on the process of inquiry, research, and investigation, as evidenced through student portfolios.	Instruction	All	Administration	Quarter 1	Quarter 4	On-Track	
All teachers are trained in MYP and DP.	Instruction	All	Coordinator	Summer 2012	Quarter 2	On-Track	
Expand the International Studies curriculum throughout the school	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	Evidence will be found in the Course outlines and student portfolio.
Ensure 2012-2013, non DP juniors and seniors are exposed through rigorous classes and enrolled in appropriate AP and DP classes although they will not be pursuing the full diploma	Instruction	All	Counselor/Programmer	Summer 2012	Quarter 1	On-Track	
Incorporate the IB philosophy with ISSN framework	Instruction	All	Coordinator	Summer 2012	Quarter 3	On-Track	As evidenced through units of instruction
Provide opportunities for students to relate curricular concepts to global issues, emphasizing authentic student work and objectives focusing on synthesis and evaluation to ensure college readiness	Instruction	All	Coordinators	Quarter 1	Quarter 4	On-Track	List and provide evidence of activities and schedules for the school year



**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
Provide the necessary structures and resources within the school to nurture a passion for learning and to support a student-centered learning environment for all student populations in all subject areas through our graduate profile with Asia Society and IB Learner Profile.	We need to ensure our students are well prepared to meet the academic rigor of the curriculum. Learning environments need to enhance instruction and support and resources for ongoing and meaningful professional development need to be established. The Executive Functioning system needs to be reinforced PK-12 to support organization, self-regulation, self-monitoring, and brain based techniques for student support. Student support

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Incorporate up to date brain research ideas and implications throughout the school to ensure classrooms are designed to best meet the needs of students	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	As outlined in the EF system at the beginning of the year
Utilize technology, including videoconferencing and distance learning, to access educational opportunities to enhance and improve student learning	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	Maintain a log of all interactions
Provide services for students to enhance or remediate learning	Instruction	All	Administration	Quarter 1	Summer 2013	On-Track	As outlined in the EF system at the beginning of the year
Provide extended day curriculum development for teachers to engage in the development and training of strategies and instructional approaches and align the curriculum, integrating CHOICE, Executive Functioning, MYP, DP, and Asia Society graduate profile	Instruction	All	Administration	Summer 2012	Quarter 3	On-Track	Evidenced by schedules and activities
Provide support services, as needed, for counseling and social work to promote the emotional and behavioral needs of students	Instruction	All	Counselors	Quarter 1	Quarter 4	On-Track	Daily Log
Create a schedule that is conducive to student learning and allows the best use of instructional time to increase time on task and maximize instructional capacity	Instruction	All	Programmer	Summer 2012	Quarter 1	On-Track	
Implement the Least Restrictive Environment (LRE) Plan to continue inclusion efforts and promote diversity in education	Instruction	Students With Disabilities	Case Manager	Quarter 1	On-going	On-Track	Evidenced by teacher and student schedules and reviewed quarterly

Strategic Priority 2

Provide the most appropriate instructional program for English Language Learners to increase proficiency in the English language among nonEnglishspeaking students	Instruction	English Language Learners	ELL Coordinator	Quarter 1	On-going	On-Track	Evidenced by teacher and student schedules and reviewed quarterly



### 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 active participation of the parents and community to support our instructional program and enhance the programmatic needs of the school.	As an international school, we must ensure that our parents and community are directly involved with the school's activities and enhance our instructional program. Through several parent meetings, parents have expressed a desire to be more included in the development of an international school.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide an introduction to all parents regarding the IB and ISSN Programs	Parental Involvement	Not Applicable	Administration	Summer 2012	Quarter 1	On-Track	Scheduled Open House nights
Conduct outreach to the greater community to expose them to the school's philosophy and instructional programming	Other	Not Applicable	Administration	Quarter 1	Quarter 3	On-Track	Scheduled Open House nights
Identify and implement programs for after school enrichment	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	Evidenced by Volunteer schedule
Engage parents and community members in school activities highlighting student achievement and performance.	Parental Involvement	Not Applicable	Administration	Quarter 1	Quarter 4	On-Track	Schedule of events
Students will exhibit at the MYP Personal Project	Instruction	Other student group	Coordinator	Quarter 2	Quarter 4	On-Track	Personal Project Fair
Conduct an ongoing speaker series to promote post-college readiness and career opportunities	Other	All	Counselor	Summer 2012	Quarter 4	On-Track	Schedule of events
Conduct tours of colleges and universities to familiarize students with opportunities.	Instruction	All	Counselor	Quarter 2	Summer 2013	On-Track	Schedule of tours and documentation
Conduct at least 2 parent/student nights to feature student portfolios and college readiness	Other	All	Counselor	Quarter 1	Quarter 4	On-Track	Meeting schedule and agenda



**Strategic Priority 3**






## Strategic Priority 4

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

Strategic Priority Description	Rationale

### 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