



Mission Statement

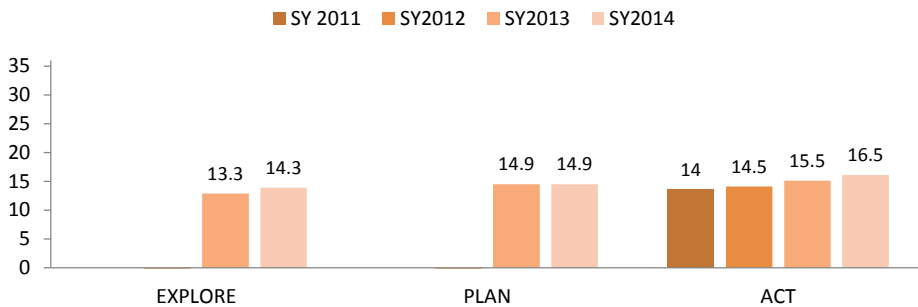
To create a supportive and effective learning environment that provides rigorous and relevant instruction in an atmosphere that promotes success for all students.

Strategic Priorities

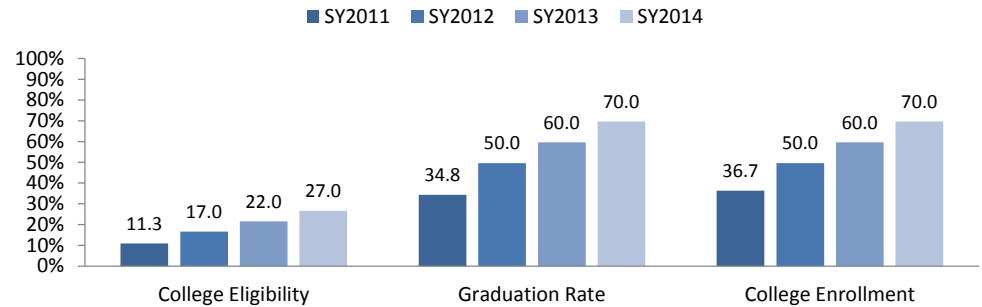
1. Build teacher's capacity to provide quality instruction through their use of higher order performance tasks, strategic questioning and engaging activities into their Common Core State Standards aligned unit and weekly instructional plans.
2. Improve the ILTs capacity to be a vehicle for teacher growth through professional development, coaching and ongoing support.
3. Increase a common, consistent school wide approach to discipline in the classroom setting using the Well Managed Classroom and Restorative Justice model.
4. Maintain and support attendance strategies that will lead to sustained attendance growth.
5. Streamline and improve all supports for all off track and under credited students in order to increase on track/on pace percentages for all grade levels and prepare students for post-secondary opportunities.

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:	Christian Fenger Academy High School

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Elizabeth Dozier	Principal
Tosha N. Jackson	Assistant Principal
Priscilla Horton	Assistant Principal
Melissa Gary	Classroom Teacher
Dustin Voss	Classroom Teacher
Jordan Gedeon	Classroom Teacher
Donald Gordon	Support Staff
Amanda Long	Classroom Teacher
Ronald Towns	Classroom Teacher
Deborah Chaney	Counselor/Case Manager
Yolanda Lucas	Parent/ Guardian
Springg Stadeker	Special Education Faculty

## High School Goal Setting

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

## Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.3	n/a	13.3	14.3	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	11.3	17.0	22.0	27.0
10th Grade - PLAN Average PLAN score		13.9	n/a	14.9	14.9	5-Year Graduation Rate % of students who have graduated within 5 years	34.8	50.0	60.0	70.0
11th Grade - ACT Average ACT score	14.0	NDA	14.5	15.5	16.5	College Enrollment % of graduates enrolled in college	36.7	50.0	60.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	#VALUE!	1.6
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	1.6

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	74.4	80.0	85.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	49.8	38.0	28.0	18.0
Freshman On-Track % of Freshman Students on-track	68.2	80.0	85.0	90.0	Sophomore On-Track % of Sophomore students on track	62.6	75.0	80.0	85.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	11.1	12.3	13.5	14.7	<b>PSAE Reading</b> % of students exceeding state standards	0.0	0.7	1.0	2.5
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	1.6	2.6	3.6	4.6	<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	0.5	1.0	2.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	3.7	4.7	5.7	6.7	<b>PSAE Science</b> % of students exceeding state standards	0.0	0.3	0.5	1.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Our goals are clear and measurable as they relate to academic achievement and college and career readiness. Key performance indicators were established at the beginning of the school year and include attendance, misconducts, grade-level on-track and on-pace rates, drop-out rates, FAFSA completion, college application rate, and a variety of interventions aimed at supporting these metrics. The Senior Leadership Team, Instructional Leadership Team and the Student Development and Intervention Leadership Team meet weekly to monitor and develop action plans related to school (KPI's) Key Performance Indicators. The following teams also meet weekly to develop and monitor action plans related to the KPI's listed above: Care Team Counseling Team, Grade Level Teams, Academic Departments, Student Development &amp; Intervention Team and Attendance Team.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The Instructional Leadership team (ILT) is used as a venue to provide individual support to teachers. It is also a place where teacher capacity is both built and supported as teachers on the Instructional Leadership team also provide professional development and coaching for their peers. This group serves a dual purpose in that it also supports teachers as leaders of instruction in our building. The principal leads and partners with the Instructional Leadership Team to collaboratively develop, create and share instructional best practices to support student achievement and growth. The ILT members then implement strategies garnered through ILT professional development and provide ongoing support to their academic departments and course teams in the form of coaching, professional development, peer modeling and feedback. Throughout the school year teachers and counselors have one-on-one conferences with students to review EPAS gains and goals, attendance rates and goals, and weekly course progress. While most schools only have two conferences that are mandated by the district, we hold four report-card conferences throughout the year to review attendance, misconducts, EPAS, and course performance. We also hold monthly Parent Cafés for parents to provide input of school goals, voice concerns and problem solve community and school issues.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>4</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>One of the most powerful aspects of our school is the distribution of leadership among teachers and support staff. We have two divisions within the school that all staff members fall under, Curriculum and Instruction and Student Development and Intervention. The following are examples of the collaborative teams that support our academic goals:</p> <p><b>Instructional Leadership Team</b> - includes academic department chairs and an additional teacher from each subject area.</p> <p><b>Academic Department Chairs</b> – appointed teachers serve as leads for course area departments. Department chairs provide professional development, coaching and support for teachers to improve instructional practices.</p> <p><b>Student Development and Intervention Team</b> - includes freshmen teachers for freshmen on track, sophomore teachers for sophomore on track; assistant principals; and teachers who coordinate supplemental educational services</p> <p><b>RTI/POD grade level leads</b> – made up of teachers that lead their teams in developing and monitoring both academic and behavior interventions.</p> <p><b>Course Team Leads</b> - made up of teachers who lead their subject area teams in developing and implementing standard based unit and lesson plans.</p> <p><b>Union and LSC</b> – classroom teachers participate both as LSC members and union representatives</p> <p>Through the various divisions of teacher leadership, all teachers have an opportunity to voice concerns, share best practices, analyze data</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<p>The ILT meets once a week to discuss school initiatives, student success, challenges, and best practices in instruction. The ILT is made up of academic department chairs, additional teachers from each core subject area, a dean, assistant principals, and the principal. The ILT develops and implements all staff professional development that is based on the instructional areas of need throughout the building.</p> <p>Each academic department chair serves as an instructional coach to two - three teachers and performs weekly coaching visits for each of their assigned teachers. The ILT makes school-wide decisions that are based on feedback from the entire staff and the best interests of the students. The ILT also makes decisions on professional development based on teacher need, teacher feedback, and analysis of interim data.</p>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Our systematic approach to analyzing data is multi-faceted. On the whole school level performance management style meetings are held in which all staff are invited to attend. During these meetings we thoroughly review data related to assessments, academic performance, misconducts and attendance. Action items are developed and assigned to specific stakeholders in order to address next steps after the data analysis.</p> <p>Extensive data analysis also occurs at the department level.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Content area course teams and departments work together to develop a scope and sequence that contains standards-based units. The scope and sequence and the units for first semester are developed during the summer prior to the fall term. Teacher teams use the Interim Assessment and retired EPAS data to design the units. Teachers meet weekly to revise units and create lesson plans aligned to the units. Immediately following the assessment teachers meet to review and make adjustments to their instructional practice (i.e. lesson plans, pacing and planning for re-teaching of skills and concepts).</p> <p>Teacher created assessments, Interim Assessments and content assessments are used to determine if students have mastered identified skills. While each department has a working scope and sequence for Semester I completed before the start of the school year, Semester II units are written during the course of school year based on students' progress and need. Two of the areas of growth for our school are: (a) utilizing grade-appropriate informational texts and (b) increasing the complexity of the learning tasks given to our students to at the CCSS recommended levels by grade band.</p>	
	<b>Instructional materials</b> ----->			<b>2</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>While each teacher on a grade-level content team uses similar instructional materials to teach the same standard, we need to work to find instructional materials to teach to specific standards. For example, while we use iPADS and technology in our classroom, we must work to find apps that are aligned to skills/standards.</p> <p>In all content areas, teacher teams design standards-based units based on students' needs, locate instructional materials, and write/create learning activities that help develop a student's strength in meeting a skill.</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>4</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>Each week, academic departments and course teams meet to discuss a wide array of issues, ranging from unit and lesson plan revision, assessment, student data, and student work. Every five weeks, each course team meets to review upcoming Interim Assessments, discuss student performance on previous Interim Assessments, create re-teaching plans, and teacher-created assessments. The re-teaching plan includes: (a) three skills to be re-taught based on student performance on the Interim Assessment, and (b) a new set of instructional strategies to re-teach the skill. After writing the re-teaching plan, teacher teams create their own assessment to measure student growth on the skills outlined in the re-teaching plan.</p> <p>One of our weaknesses is creating performance-based assessments that require students to demonstrate understanding in an authentic way. Even though each unit contains a Performance Task, we are in the beginning stages of increasing the rigor of and relevancy of the Performance Task to the standards.</p> <p>When administering teacher-designed formative and summative assessments, accommodations and modifications are implemented for students with special needs. Additionally, teachers provide required modifications and accommodations for school-wide or district-wide assessments according to a student’s IEP.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<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>Data from coaching logs indicate that teachers clearly communicate standard-based objectives and procedures but can improve on communicating relevance of learning. Data from classroom observations indicate the low to mid level questioning is the most common among teachers. Professional development is aimed at increasing the number of high-level tasks and questions within a given unit and focused around differentiated instruction to ensure students can engage in complex tasks. Teachers are still working towards proficiency in this area through professional development, coaching and support.</p> <p>Teachers design unit plans using the Backward Design model. This model requires that standard based objectives be outlined first and serve as the foundation for developing and sequencing unit activities. The Backward Design model also includes a formative assessment in the form of a performance task aligned to standards and built towards deep understanding. Coaching observation logs and student work artifacts show teachers' attempts at extensive scaffolding.</p>	

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<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Fenger created a team of teachers to lead grade level POD groups. Each POD is made up of teachers, counselors, clinicians and paraprofessionals from the specific grade level and has two teacher POD leaders. The main objectives are to identify strategies, interventions and supports to improve the progress of failing students, identify students for Tier II and Tier III behavior supports using the RTI model and to develop POD support plans for two to three targeted students at each grade level per meeting. POD meetings are held weekly on a structured early dismissal day. We have a systematic formative assessment in five-week cycles that identify skill gaps and reteaching plans to address those gaps. Reteaching plans include small groups. Through our acceleration lab we identify skill deficits of individuals and groups. All freshmen are programmed into a double block of English and math. Based on assessment data, students who need additional support and referred to the acceleration lab where they receive intervention through a teacher supported, technology based program. Additional support is also provided through intervention programs that occur during lunch periods and after school.</p> <p>ILT examines CIM and OSI data to determine effectiveness of interventions and directs teacher-teams and department teams to adjust interventions to improve results.</p>	
	<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>Whole staff professional development is designed in partnership with the Office of School improvement and is modified according to the needs communicated by the staff or indicated in data analysis. Plans have a quarter-long focus and are monitored by surveys and discussed by ILT to determine next steps for future sessions. Professional development takes on a variety of forms. OSI EXPOs include teacher led workshops that create an avenue for sharing and exploring best practices. Professional development also takes place according to a common planning rhythm weekly during department and grade-level team meetings. Teachers are also encouraged to participate in district and other professional development opportunities that will enhance their instructional practices.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teacher collaboration cycles are planned and designed at the beginning of school year. They include regular department and course team meetings that occur weekly. These meetings have structured activities and goals that are clearly outlined in the common planning rhythm. Protocols are used to discuss student data and plan for adjustments to weekly instruction.</p> <p>The Office of School Improvement specialist provides coaching and support for some course teams.</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>instructional coaching is provided by the principal, assistant principals, OSI specialist and department chairs. Each person is assigned two to three teachers that they will provide ongoing support. Coaching includes regular classroom observations that are followed up with an immediate post conference that provides timely and effective feedback. Teacher performance is assessed using the Teaching for Learning framework and weekly goals and objectives are outlined based on this framework and the teacher’s identified needs. Fenger has also begun implementing Learning Walks. Teams of teachers visit different classrooms and identify effective instructional activities based on a pre-identified problem of practice. Areas of improvement include developing effective induction support for new teachers and implementing individual professional development plans for all teachers.</p>	

### School Effectiveness Framework

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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>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Most staff members reinforce school expectations for all students to aspire to college and career-ready standards through curriculum and instruction. We have incentives for students completing FAFSA and completing 5 college applications and scholarships. Several college visits are planned through out the year for all students, and we offer a college bridge class for seniors. Students are also receiving support through the US Empowered program. This program supports students in preparing to take the ACT, finding a college that is the right match, and providing mentorship in their first year of college. Seniors have leadership and a voice through the student leadership program, and all students are able to take part in the Mikva Peace and Leadership council.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All staff has been trained in Boys Town Well Managed Classroom that teaches strategies to create a culture of respect and high expectations. We are effectively implementing the BOYS TOWN model for teaching social skills. In PODS and staff meetings, each teacher mentors 1-2 students that are struggling academically and/or behaviorally. Staff has been encouraged to participate in Restorative Justice practices (i.e. Peer Jury and Peace Circles) to strengthen relationships between students and also teachers and students.</p> <p>We have an advisory curriculum to build community in the classroom and discuss the dynamics of student to student as well as adult to student relationships. In order to further the effectiveness of advisory lessons, students are facilitating advisory lessons monthly. Our students with learning disabilities are engaged in the school community through integrated advisory classrooms.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Staff has been trained and is implementing Restorative Justice Practices such as Peace Circles, Victim/Offender Mediation, and Peer Jury. School-wide our referrals for Restorative Justice have dramatically increased while our in-school and out-of-school suspension rates have dropped from the previous school year. All staff has been trained in Boys Town Well Managed Classroom that teaches strategies to create a culture of respect and high expectations. Hallway behavior expectations, interventions, and reinforcement of positive behavior are consistent with our school wide approach.</p>	

### School Effectiveness Framework

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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>	<p>We have implemented quarterly grade level ceremonies to celebrate student success. We have a half-cap ceremony for sophomores and a red carpet celebration for freshmen to recognize students who are on track at the end of the school year. Parents are aware of the expectations for students to be eligible to participate, and they are invited to be a part of the celebration. Through advisory, students receive weekly progress reports. Teachers are also able to share information pertaining to behavior, attendance, and academic standing.</p> <p>One of our areas in need of improvement is regularly connecting with families about the academic expectations at each grade level.</p>	
	<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>	<p>We provided multiple opportunities to connect with parents. These include monthly meetings help by grade level teams, weekly phone calls initiated by teachers and counselors and individual meetings held to discuss a student's progress and monthly Parent Cafe workshops.</p> <p>Freshmen and sophomore classes also have quarterly parent conferences to address behavior, academics, and attendance.</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Families, community leaders, students, teachers, and media are invited and attend all school activities and a variety of communication methods are used to notify parents of different events. As a school, we have had three peace rallies this year and there have been two school-wide peace mural projects that have been completed with assistance from students, teachers, parents and community members. They both help to create a welcoming and warm environment and throughout the school building we have signs and posters that recognize students' successes and encourage continued progress. The school hosts student performances, such as talent show and a holiday program, to which parents and community members are invited. Annually, we host a sports banquet and a student leadership recognition ceremony.</p>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	<b>Specialized support</b> ----->				<b>4</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>	Clinicians and student advocates conduct home visits in an effort to connect students to specialized services. The Care Team meets biweekly to explore the social and emotional needs of the student population. All community based organizations are invited to this meeting and a plan of action for students in need is developed with specific stakeholders taking ownership for specific actions to engage student in services.		
	<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>	Post secondary exploration begins in the freshmen year and continues across all grade levels. All students participate in variety of college trips and seniors are programmed into a College Bridge course. Additionally junior and senior students participate in a college and career boot camp. College and career exploration activities are also embedded in the Advisory curriculum.		
<b>Academic Planning</b> ----->				<b>2</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>	Counselors are trained in the ASCA model and post secondary plans are created for all students. Post secondary exploration and goal setting is also included in our advisory program at all grade levels. The College Readiness Standards provide the foundational structure for all unit and lesson plans and lesson activities are designed to move students toward the higher score band standards through differentiated instruction. AP courses are provided in a variety of subject areas, including math, English, social studies and fine arts. However, we recognize that our students have not been adequately prepared to score successfully on the AP exam. Our goal is to provide more intensive support, coaching and professional development for AP teachers .			
<b>Enrichment &amp; Extracurricular Engagement</b> ----->				<b>4</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>	We provide over 40 afterschool programs. Over 50% of our student population participated in a variety of afterschool programs that included athletics, mentoring, leadership and fine and performing arts.			

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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>All students are exposed to college and career ready assesments through a variety of instructional activities. These activities include the Advisory program, College Bridge, the Gear Up program and workshops and seminars provided by our post secondary coaches.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>The school provides a yearly financial aid workshop that is hosted for all students and their families. Additionally, all counselors attend training on financial aid and freshmen and sophomore students participate in a workshop to provide early exploration of financial assistance opportunities for college. This area is also a part of the advisory curriculum. One area of improvement is our need to increase the number of students that participate in the workshop opportunities.</p>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>The Gear Up program provides some support for students as they transition from high school to college. This support includes summer workshops and mentoring for students in the first year of college. Counselors and post-secondary coaches are working to identify more four year colleges that have structured programs to assist student with the transition. Additionally, we are identifying community based organizations through our Community Schools program that can provide additional support and resources in this area.</p>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Discretionary spending is based on identified goals and objectives outlined through our yearly strategic planning retreat. Our Resource Coordinator actively seeks out partnerships with programs that provide services that align with our goals and objectives. Partnerships were created with community based organizations that have a significant presence in the Roseland community and that have already built supportive relationships with Fenger students. Organizations that received funding were required to submit proposals that clearly outlined their services how they would improve student achievement.</p>	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Position descriptions and postings are handled through the Office of School Improvement and open positions are filled based on the needs of the school. Candidates participate in an intensive interview process that includes multiple steps. A series of group interviews are conducted that include administrators, teachers, ancillary personnel and students. Candidates for teaching positions must also conduct sample lessons that are evaluated by department chairs, course teams and students.</p>	
<b>Use of Time</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>We use a block schedule to increase the maximum amount of time students participate in uninterrupted instruction. The schedule also includes common planning time for all departments that allow course teams to collaborate on unit and lesson planning. Each department has a common planning rhythm that is outlined at the beginning of the year and adjusted as needed for each quarter. Freshmen students participate in a double block of English and math designed to provide intensive instructional support. Additionally, students who need additional support are referred to the acceleration lab and receive structured intervention using a technology based program.</p>	

Date Stamp November 22, 2012



### 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

To create a supportive and effective learning environment that provides rigorous and relevant instruction in an atmosphere that promotes success for all students.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Build teacher's capacity to provide quality instruction through their use of higher order performance tasks, strategic questioning and engaging activities into their Common Core State Standards aligned unit and weekly instructional plans.	Teachers will be equipped with the knowledge and skills needed to design rigorous unit and lesson plans that increase student achievement. Classroom content will contain the necessary components to provide rigorous instructional activities that push students towards critical thinking, application of learned material in new and concrete situations and synthesis and evaluation of material for a given purpose. Students will become more engaged in the instructional process through relevant learning experiences that contribute to student ownership of the content and academic progress.
2	Improve the ILTs capacity to be a vehicle for teacher growth through professional development, coaching and ongoing support.	This priority will build teacher's capacity to deliver highly effective differentiated instruction aligned to the Common Core State Standards, by modeling expectations and learning strategies through guided practice and human interactions, in turn increasing the number of students who are meeting and exceeding expected gains.
3	Increase a common, consistent school wide approach to discipline in the classroom setting using the Well Managed Classroom and Restorative Justice model.	Teachers will be equipped with strategies to improve relationships with students and reduce misconducts that result in removal from the classroom. Teachers will be able to focus on classroom content and experience a reduction in the loss of instructional time caused by negative student behavior. Through the use of Restorative Justice and Well Managed Classroom social skills, students will begin to take ownership for their behavior in the classroom and will encourage positive behavior among their peers.

4	Maintain and support attendance strategies that will lead to sustained attendance growth.	Teachers will identify strategies that lead to improved attendance in the classroom and identify practices that will make instruction relevant and engaging for students. Increased attendance will decrease the loss of instructional time and the need for constant remediation due to chronic absences. Students will be motivated to attend school on a daily basis and experience an increased connection to the school, teachers and the curriculum.
5	Streamline and improve all supports for all off track and under credited students in order to increase on track/on pace percentages for all grade levels and prepare students for post-secondary opportunities.	Teachers will have the opportunity to reflect and improve instructional practice to remediate students who are off track. Teachers will assess where students are in terms of mastery of content and skill acquisition. This then allows teachers to add to and modify the curriculum content based on student performance. Through intensive supports and interventions, students are empowered to engage in and take ownership for their academic progress.

### 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
Build teacher's capacity to provide quality instruction through their use of higher order performance tasks, strategic questioning and engaging activities into their Common Core State Standards aligned unit and weekly instructional plans.	Teachers will be equipped with the knowledge and skills needed to design rigorous unit and lesson plans that increase student achievement. Classroom content will contain the necessary components to provide rigorous instructional activities that push students towards critical thinking, application of learned material in new and concrete situations and synthesis and evaluation of material for a given purpose. Students will become more

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement summer training on rigorous instruction	Professional Development	All	AP of C&I	Summer 2012	Summer 2012		
Develop PD calendar for school year with quarterly emphasis on effective instructional practices	Professional Development	All	AP of C&I	Summer 2012	Quarter 1		
Implement Instructional Rounds twice per quarter using a pre-identified problem of practice as a guide for observations	Instruction	All	AP of C&I	Quarter 1	Quarter 4		
Identify two scholarly articles per quarter to be reviewed and discussed during department meetings using the appropriate protocol	Professional Development	All	AP of C&I	Quarter 1	Quarter 4		
Teachers will create an individual growth plan using the CPS instructional frame work as a guide	Instruction	All	AP of C&I/Department Chair	Quarter 1	Quarter 4		
Department and course teams will evaluate unit and lesson plans for evidence of rigorous instruction aligned to the Common Core State Standards using the appropriate protocol	Instruction	All	AP of C&I/Department Chair	Quarter 1	Quarter 4		
Department and course teams will evaluate student work looking for evidence of rigorous activities using the Learning from Student Work protocol	Instruction	All	AP of C&I/Department Chair	Quarter 1	On-going		
Department and course teams will analyze data from formative assessments to determine student progress with skill acquisition and will make necessary adjustments to lesson plans	Instruction	All	AP of C&I/Department Chair	Quarter 2	On-going		
Develop teacher programs that allow teacher to participate in a weekly structured common planning period with their academic department and course team	ILT/ Teacher Teams	All	CLMSB	Quarter 1	Quarter 1		



**Strategic Priority 1**

95% of students will review their own data and create quarterly goals for themselves that are aligned to skill mastery of the standards	Instruction	All	Teachers	Quarter 1	On-going		
Co-teaching pairs will participate in training on effective co-teaching strategies to effectively meet the academic needs of special education students	Professional Development	Students With Disabilities	AP of C&I	Summer 2012	Quarter 2		
A professional development and observation calendar focusing specifically on co-teaching will be established and implemented throughout the school year to provide additional support and coaching to co-teaching pairs	Professional Development	Students With Disabilities	AP of C&I	Summer 2012	On-going		
Departments will unpack Common Core Standards analyzing content specific implications for their department	Instruction	All	AP of C&I/Department Chair	Quarter 1	Summer 2013		
Departments will horizontally and vertically align current unit and lesson plans to Common Core Standards	Instruction	All	AP of C&I/Department Chair	Quarter 1	Summer 2013		
Teachers will establish overarching objectives for each quarter that are Common Core aligned	Instruction	All	AP of C&I/Department Chair	Quarter 1	Quarter 4		
Using The Skillful Teacher as a guide, teachers will implement instructional strategies that make concepts and skills clear and accessible to students. This includes framing the learning, creating mental engagement and cognitive empathy, consolidating and anchoring the learning and questioning techniques.	Instruction	All	AP of C&I/Department Chair	Quarter 1	On-going		
Develop an effective induction program that provides high quality mentoring focused on teaching and learning of content and a supportive enviroment tailored to fit new teachers' individual needs	Instruction	All	AP of C&I	Quarter 1	On-going		

## 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
Improve the ILTs capacity to be a vehicle for teacher growth through professional development, coaching and ongoing support.	This priority will build teacher's capacity to deliver highly effective differentiated instruction aligned to the Common Core State Standards, by modeling expectations and learning strategies through guided practice and human interactions, in turn increasing the number of students who are meeting and exceeding expected gains.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide additional training for ILT members on cognitive coaching and selective scripting	Instruction	All	AP of C&I	Summer 2012	Summer 2012		
Implement a coaching plan where ILT members are assigned a small group of teachers that they will support for the entire school year	ILT/ Teacher Teams	All	AP of C&I	Summer 2012	Quarter 1		
Implement a tiered coaching plan that separates teachers in the three coaching tiers based on data from coaching logs	ILT/ Teacher Teams	All	AP of C&I	Quarter 1	Quarter 1		
Develop a calendar that increases the frequency and intensity of instructional coaching for high need/low performing teachers	ILT/ Teacher Teams	All	AP of C&I	Quarter 1	On-going		
Teachers will create an individual growth plan using the CPS instructional frame work as a guide. ILT leads will monitor this plan during coaching sessions	Instruction	All	Department Chairs	Quarter 1	On-going		
ILT will develop the yearly professional development calendar that is aligned to school goals and create opportunities for teacher leadership	Professional Development	All	ILT	Summer 2012	Quarter 1		
Implement Instructional Rounds twice per quarter using a pre-identified problem of practice as a guide for observations	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		
Identify two scholarly articles per quarter to be reviewed and discussed during ILT meetings using the appropriate protocol	Professional Development	All	AP of C&I	Quarter 1	On-going		
ILT will evaluate unit and lesson plans for evidence of rigorous instruction using the appropriate protocol	Instruction	All	AP of C&I	Quarter 1	On-going		
ILT will evaluate student work looking for evidence of rigorous activities using the Learning from Student Work protocol	Instruction	All	AP of C&I	Quarter 1	On-going		



**Strategic Priority 2**

ILT will begin unpacking the Common Core State Standards with departments analyzing content specific implications for the school	Instruction	All	AP of C&I	Quarter 1	Quarter 4		
ILT will review current status and develop ongoing plan to ensure alignment between Common Core Standards and curriculum and assessments	Instruction	All	AP of C&I	Quarter 1	Summer 2013		
ILT will lead teachers in looking at adult work protocols twice per quarter; teachers will share their unit plans and make revisions based on structured feedback from colleagues	Instruction	All	AP of C&I	Quarter 1	On-going		
Use REACH Evaluation system for building teacher capacity through individual coaching cycles and collective learning in common areas of need	Instruction	All	AP of C&I	Quarter 1	On-going		
First round of observation cycle completed by end of October. ILT will review observation data and determine common areas of need to communicate all teachers	Instruction	All	AP of C&I	Quarter 1	Quarter 1		
Second round of observation cycle completed by end of December. ILT will review observation data and determine common areas of need to communicate all teachers	Instruction	All	AP of C&I	Quarter 2	Quarter 2		
ILT will refine professional development strategies, protocols and support systems around common areas of need.	Professional Development	All	AP of C&I	Quarter 1	On-going		
Create a cycle of professional learning by using early release professional development time for developing and enhancing instructional strategies to support the CCSS	Professional Development	All	AP of C&I	Quarter 1	On-going		
Teacher teams will work collectively to develop CCSS Performance Assessments	Instruction	All	AP of C&I	Quarter 1	Quarter 4		
To develop teachers understanding of the CCSS, the professional learning cycle (learning walks, gallery walks) will focus on instructional alignment and implementation of CCSS	Professional Development	All	AP of C&I	Quarter 1	On-going		



### 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 a common, consistent school wide approach to discipline in the classroom setting using the Well Managed Classroom and Restorative Justice model.	Teachers will be equipped with strategies to improve relationships with students and reduce misconducts that result in removal from the classroom. Teachers will be able to focus on classroom content and experience a reduction in the loss of instructional time caused by negative student behavior. Through the use of Restorative Justice and Well Managed Classroom social skills, students will begin to take ownership for their behavior in the

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provided Well Managed Classroom and RJ training for all new teachers and staff	Professional Development	All	AP of SD&I	Summer 2012	Summer 2012		
Provide refresher training in Well Managed Classroom and RJ for all returning teachers and staff	Professional Development	All	AP of SD&I	Summer 2012	Quarter 1		
Develop protocol for referring misconducts RJ intervention and train teachers on protocol	Other	All	AP of SD&I	Summer 2012	Quarter 2		
Develop observation schedule for coaches to observe teacher progress using the the Boys Town observation tool and the Teaching for Learning Framework	Other	All	AP of SD&I/AP of C&I	Summer 2012	On-going		
Coaches complete regular observations using the Boys Town consultant observation tool and assessing progress using the Teaching for Learning Framework	Other	All	ILT	Quarter 1	On-going		
Teachers who need additional support are placed in the CLE3 remediation sequence and will receive coaching and support from ADC and Culture and Climate Coordinator	Other	All	ILT	Quarter 1	On-going		
Department teams analyze data to ensure appropriate misconducts are being routed to RJ interventions	Other	All	Department Chairs	Quarter 1	On-going		
Train additional staff members and teachers in specific RJ interventions including, Peace Circle, Victim Offender Mediation, and Restorative Chats	Professional Development	All	AP of SD&I	Summer 2012	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
Maintain and support attendance strategies that will lead to sustained attendance growth.	Teachers will identify strategies that lead to improved attendance in the classroom and identify practices that will make instruction relevant and engaging for students. Increased attendance will decrease the loss of instructional time and the need for constant remediation due to chronic absences. Students will be motivated to attend school on a daily basis and experience an increased connection to the school, teachers and the

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inform parents and students of attendance policy and how attendance is calculated and develop strategies to collaborate with parents on improving student attendance	Parental Involvement	All	Attendance Team	Summer 2012	On-going		
Provide refresher for teachers on attendance policy and procedures for capturing accurate attendance	Professional Development	All	Attendance Team	Summer 2012	Quarter 1		
Teachers design attendance plan for classroom that includes incentives and activities that will be used to increase attendance.	Other	All	AP of SD&I/AP of C&I	Quarter 1	Quarter 1		
Evaluate data to develop attendance watchlist	Other	All	Attendance Coordinator	Quarter 1	On-going		
Assign caseloads for student advocates based on watchlist	Other	All	Attendance Coordinator	Quarter 1	On-going		
Develop calendar of regular attendance audits to evaluate errors and assess teacher compliance with attendance procedures	Other	All	AP of SD&I	Summer 2012	On-going		
Implement weekly student attendance report card to be distributed during advisory	Other	All	Attendance Coordinator	Quarter 1	On-going		
Advisory teachers will implement discussion and review of attendance report card in class and discuss strategies for improving attendance	Other	All	Advisory Teachers	Quarter 1	On-going		
Advertise and market the Go for the Green 90% goal attendance campaign	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		
Organize and distribute weekly attendance percentages school wide for the Go for Green campaign	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		



**Strategic Priority 4**

Develop a calendar of weekly incentives as part of the Go for the Green Campaign	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		
Identify yearly calendar for VIP campaign tracking dates	Other	All	Attendance Team/Activities Director	Summer 2012	On-going		
Advertise and market the VIP Campaign	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		
Select and organize VIP treatment dates	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		
Evaluate data to determine low attendance date trends and structure special activities and incentives around these dates	Other	All	Attendance Team/Activities Director	Quarter 1	On-going		
Train parents on attendance policy and ways they improve attendance for their child	Parental Involvement	All	Attendance Team	Quarter 1	Quarter 1		
Student advocates will implement weekly mentoring activities with their caseloads. This includes phone calls, home visits and connecting to community based resources	Other	All	Attendance Team	Summer 2012	On-going		

### 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
Streamline and improve all supports for all off track and under credited students in order to increase on track/on pace percentages for all grade levels and prepare students for post-secondary opportunities.	Teachers will have the opportunity to reflect and improve instructional practice to remediate students who are off track. Teachers will assess where students are in terms of mastery of content and skill acquisition. This then allows teachers to add to and modify the curriculum content based on student performance. Through intensive supports and interventions, students are empowered to engage in and take ownership for their academic

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and counselors will review data to determine off track and off pace students in need of intervention	Other	All	AP of SD&I/AP of C&I	Summer 2012	On-going		
Counselors will establish weekly meetings with grade level teachers to review data and structure interventions in three groups focusing on academics, attendance and behavior.	Other	All	Counselors	Quarter 1	On-going		
Each grade level team will establish a menu of measurable interventions for off track and off pace students (i.e. remediation packets, Lunch Bunch, after school interventions, referral to Care Team, Check In Check Out)	After School/ Extended Day	All	AP of SD&I/AP of C&I	Quarter 1	On-going		
Each grade level team will implement a weekly data tracking system for each intervention to measure effectiveness of the intervention and make adjustments as necessary	Other	All	AP of SD&I/AP of C&I	Quarter 1	On-going		
Each grade level team will develop an incentive program to reward students for positive progress	Other	All	AP of SD&I/AP of C&I	Quarter 1	On-going		
Each grade level team will coordinate quarterly celebrations to highlight and promote positive progress	Other	All	AP of SD&I/AP of C&I	Quarter 1	Quarter 4		
Counselor and student advocate will identify 80% of students who are over age and under credited and transition to alternative programs	Other	All	AP of SD&I/AP of C&I	Quarter 1	On-going		
Each grade level team will coordinate monthly parent meetings to discuss data, review progress and educate parents on strategies they can implement with their children to promote academic success	Parental Involvement	All	AP of SD&I/AP of C&I	Quarter 1	On-going		

