



2012-2014 Continuous Improvement Work Plan

Lake View High School

North-Northwest Side High School Network

4015 N Ashland Ave Chicago, IL 60613

ISBE ID: 150162990250026

School ID: 609719

Oracle ID: 46211



Mission Statement

The mission of Lake View High School is to develop global citizens to be college and career ready in the 21st century through quality teaching and pedagogical innovation.

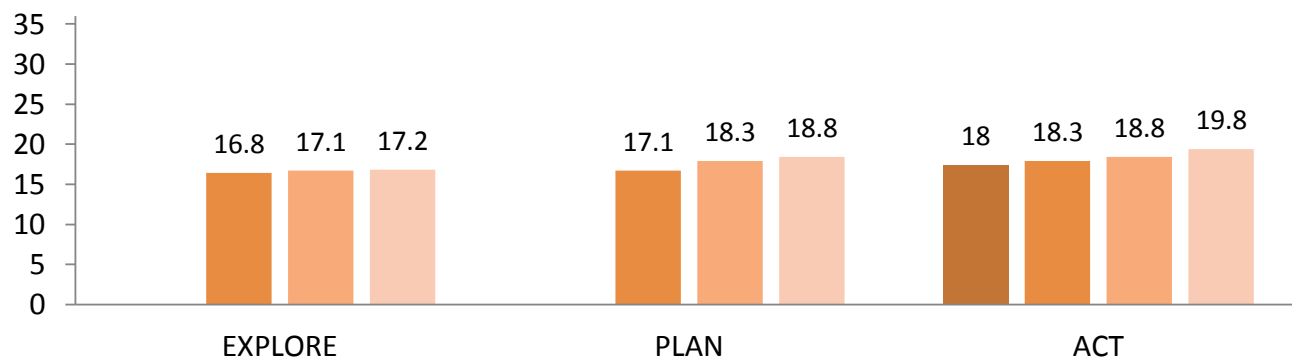
Strategic Priorities

1. Curriculum and Instruction: Lake View will implement a Common Instruction Framework that will result in high student achievement in tandem with a continuous cycle of data-driven decision making.
2. Organization: Lake View will implement systems and structures that characterize Professional Learning Communities and promote high student achievement.
3. Culture/College and Career Readiness: Lake View will focus on college and career readiness steeped in conversations and activities beginning with 9th grade.

School Performance Goals

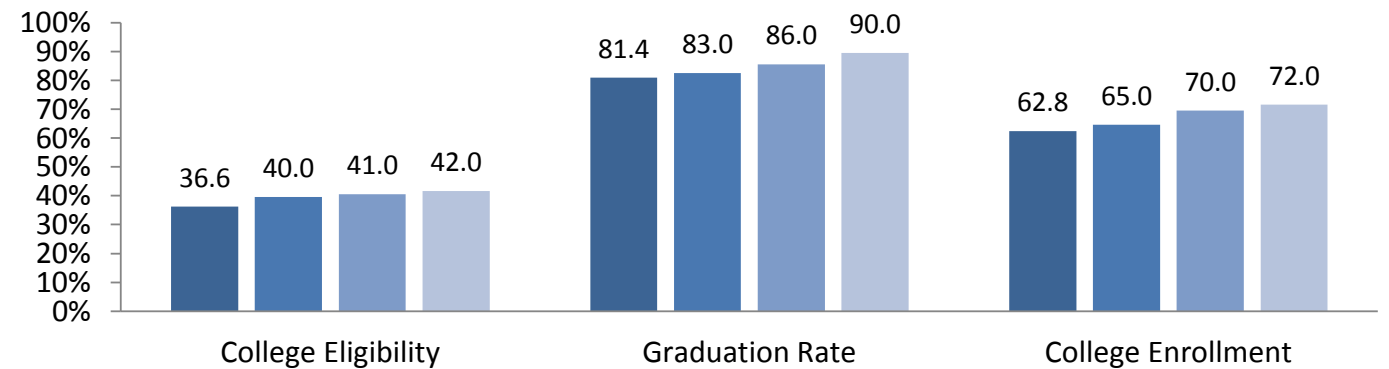
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Lake View 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
Dr. Lilith Werner	Principal
Michael Cox	Assistant Principal
Rhonda Varney	Assistant Principal
Toney Vast-Binder	Classroom Teacher
Vonzele Reed	Classroom Teacher
Tasha Young	Counselor/Case Manager
Patty Arroyo	Counselor/Case Manager
Kate Garcia	Classroom Teacher
John Talley	Assessment/Data Faculty
Dr. Vyjayanti Joshi	Classroom Teacher
Ruben Arzet	Parent/ Guardian
Ashley Weber-Hall	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: PSAT 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		15.7	16.8	17.1	17.2	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	36.6	40.0	41.0	42.0
10th Grade - PLAN Average PLAN score		16.8	17.1	18.3	18.8	5-Year Graduation Rate % of students who have graduated within 5 years	81.4	83.0	86.0	90.0
11th Grade - ACT Average ACT score	17.8	NDA	18.3	18.8	19.8	College Enrollment % of graduates enrolled in college	62.8	65.0	70.0	72.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.7
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.7	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	87.7	90.0	90.5	91.0	Misconducts Rate of Misconducts (L4-6) per 100	8.5	7.0	6.5	6.0
Freshman On-Track % of Freshman Students on-track	87.3	90.0	91.0	92.0	Sophomore On-Track % of Sophomore students on track	91.4	92.0	93.0	94.0



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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	36.8	37.8	38.8	40.0		PSAE Reading % of students exceeding state standards	1.9	2.1	2.3	3.0
PSAE Mathematics % of students meeting or exceeding state standards	33.3	35.0	37.0	39.0		PSAE Mathematics % of students exceeding state standards	1.0	1.0	2.0	3.0
PSAE Science % of students meeting or exceeding state standards	28.3	30.0	29.0	31.0		PSAE Science % of students exceeding state standards	1.3	2.0	3.0	4.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Clear established data goals have been set and measured during ILT meetings. Explore, Plan, ACT and Internal Assessment data is analyzed to determine curriculum priorities.</p> <p>The ILT has established two way communications with clear obtainable goals that were set by analyzing data from teacher created assessments.</p> <p>The ILT has developed a strategic action plan for implementing academic programs to increase student achievement.</p> <p>The school is creating a student center environment by having teacher shadow student through the school day.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The Principal has created a collaborative culture via instruction rounds which examines student engagement.</p> <p>Principal has strengthened the college and career program by conducting several student and parent informational sessions.</p> <p>Principal has conducted several informational sessions with the neighborhood schools and community to articulate the school vision regarding the STEM program.</p> <p>Principal creates an atmosphere of support and opportunities for involvement during parent meetings. Through principal observations, a clear vision for instruction is provided. The principal provides professional development opportunities that are data driven and common core related.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are encouraged to join various committees to share their knowledge on various topics.</p> <ul style="list-style-type: none"> • Early College STEM Committee • Longer School Day Committee • Peer Instructional Coach • Data Analysis • Homebound Liaison • Bilingual Lead • CIWP Team • Department chair • Grade/Course team lead <p>-Student Shadow Committee -School Spirit Dress Code Staff Debate Committee -Team-Taught Classes Guidelines Committee</p>	

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Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT encourages all teachers to implement new strategies into their instructional practice.</p> <p>The ILT spearheads the initiatives to improving teaching and learning school –wide.</p> <p>The ILT encourages teachers to use primary and secondary instructional resources.</p> <p>The ILT has created a data driven decision culture.</p> <p>The ILT leads the school's approach to professional development , whole staff PD, course teams, and coaching.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The ILT meet every fifth week and the department chairs report on their fifth week assessment data.</p> <p>The ILT collaborate on students centered action items and provide supports for teachers to instruct students at risk.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Course teams have developed common lesson and assessments.</p> <p>Core subject teachers have implemented Common Core standards into their lessons.</p> <p>Teachers have implemented support systems for students with disabilities and ELL students to ensure that they gain the core content knowledge.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The department chairs has a set of instructional materials that are aligned with the standards.</p> <p>Some departments are creating new classes with a new curriculum aligned with common core.</p> <p>The departments will be supplied with Common Core lessons to assist those in creating rigorous lessons.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide common lessons and assessments.</p> <p>The course team uses current and relevant data to make instructional decisions.</p> <p>The ILT have effective and healthy conversations about student achievement.</p> <p>Teachers modify and make accommodations so students can demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>The administration has conducted instructional rounds which has included a variety of staff members examining student engagement.</p> <p>The administration has fostered and supported teacher-led PD, peer to peer modeling and concrete practices.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The ILT and course teams closely monitor the teacher's interventions to increase student achievement.</p> <p>Teachers have implemented small group instruction by created assignments that lend itself to more group work.</p> <p>The administration created an intervention committee implement interventions to keep and get students back on track.</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The administration will provide professional development that focus on creating the curriculum and pathways for the STEM program.</p> <p>The school effectively monitors professional development to assure its effectiveness.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Course teams meet weekly to review data and create common assignments, assessments and unit plans.</p> <p>Each department has a member from the special education team to assist with creating assignments and assessment for students while providing strategies that the regular education teachers can use in their instruction practice.</p> <p>The special and regular education teacher, within their department, meet to collaborate on ways to effectively team teach.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Lake View has an Instructional Coach that coaches first year and tenured teachers. The Instructional coach has modeled lessons for teacher while suggesting strategies to enhance lesson planning and increase student engagement and rigor. The pre and post conferences have allowed the coach and teacher to reflect on the teachers instructional practices.</p> <p>Instructional Rounds are conducted every quarter focusing on student engagement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The school has created a college and career-ready climate by reinforcing the importance of enrolling in and completing college while exposing student to a variety of career choices.</p> <p>All teachers are supportive of the students and serve as their caring advocate to assure their goals are being met. Extracurricular activities are provided for all students, including those with disabilities.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All teachers are supportive of the students and serve as their caring advocate to assure their goals are being met. Extracurricular activities are provided for all students, including those with disabilities.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has established a safe student centered environment by displaying student created murals and art work which are displayed in the hallways.</p> <p>The staff and students feel safe but the there are inconsistencies with the enforcement of school rules.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Families where English isn't their first language are not aware of the high school transition process.</p> <p>Teachers use various methods such as newsletters and email correspondences to provide clear information for the families in relation to the standards and expectations for their particular grade level.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>The principle encourages students and staff to do the best that can be done, to achieve the mission statement and school goals.</p> <p>Teachers and other staff engage in ongoing two-way communication with families via telephone calls, email communications and written letters to inform the parents of their child's grade level expectations, to offer support for the child's</p>	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school provides frequent opportunities for parents and the community to engage in activities in the school For example, band performances, art exhibits, parent's informational sessions, ect.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	The school staff has an outstanding rapport with outreaching to agencies and specialized support staff for students and families in need, pertaining to the child's education and the overall wellbeing.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Seniors have the most ongoing exposure to college and career. The College Coach and Counselors are the primary source for College and Career. Due to the heavy emphasis on seniors during the year, juniors, sophomores and freshmen do not receive early and on-going exposure to college and career. Freshmen, sophomore, and	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Students' transcripts are reviewed and students are encouraged to take higher level courses. We are currently examining ways to effectively implement college and career planning across all grade levels.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities such are poetry clubs, math clubs, sporting activates and technology enhancement for the entire learning community.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The students prepare for fall and spring college and career ready assessments.</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Seniors have participated in College and FAFSA workshops from the beginning September through December. 90% participated in the "Cost of College Workshop." 90% of juniors participated in the Junior College Seminar. 90% of Senior and Junior parents were invited to a College and FAFSA overview workshop. Unfortunately, many our parents did not attend our parent workshops.</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school works to ensure an effective transition for incoming freshman by hosting a STEM program during the summer for the students and parents to familiarize themselves with their teachers, classrooms and morning routines.</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	<i>Use of Discretionary Resources</i> ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school allocates discretionary spending aligned with the strategic priorities such as the curriculum improvements, organizational structure and the school's culture.</p> <p>The school continues to purse partnerships and outside funding to help meet the needs of the students and staff.</p>	
	<i>Building a Team</i> ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Members from the departments and administration conduct interviews of potential candidates. The candidates are interviewed through a multistep interview process which consists of protocols for questioning and classroom lesson demonstrations to assess the candidate expertise, philosophy and commitment.</p>	
<i>Use of Time</i> ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>The schedule is created to address the student's needs while allowing regular time for effective collaboration for teacher teams, Department Chair meetings and ILT meetings.</p>		

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of Lake View High School is to develop global citizens to be college and career ready in the 21st century through quality teaching and pedagogical innovation.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Curriculum and Instruction: Lake View will implement a Common Instruction Framework that will result in high student achievement in tandem with a continuous cycle of data-driven decision making.	Because only 36.8% in Reading, 33.3% in Math and 28.3% in Science are meeting or exceeding the state standards with less than 2% exceeding the standards on the PSAE. The implementation of a Common Instruction Framework will improve our PSAE score.
2	Organization: Lake View will implement systems and structures that characterize Professional Learning Communities and promote high student achievement.	Currently, we do have teams in place; however, we need to standardize practices throughout the building as well as engage in more professional readings.
3	Culture/College and Career Readiness: Lake View will focus on college and career readiness steeped in conversations and activities beginning with 9th grade.	In analyzing our fall 2012 Explore 15.7, Plan 16.8 and 2011 ACT 17.8 average, our ACT average is below the score that selective universities require for enrollment. More of an emphasis will be placed on exposing our student to college and university life beginning in 9th grade. This early exposure, along with our instructional framework, will increase the number of students being enrolled into colleges and universities.
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
Curriculum and Instruction: Lake View will implement a Common Instruction Framework that will result in high student achievement in tandem with a continuous cycle of data-driven decision making.	Because only 36.8% in Reading, 33.3% in Math and 28.3% in Science are meeting or exceeding the state standards with less than 2% exceeding the standards on the PSAE. The implementaion of a Common Instruction Framework will improve our PSAE score.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All departments are currently re-designing their curriculum to both support and challenge students with diverse skill levels according to the Common Core Standards.	Instructional Materials	All	Departments	Quarter 4	Summer 2012	On-Track	Teachers are meeting to align their curriculum to the Common Core Standards and develop themes and unit plans that revolve around project based learning. Teachers are also meetings to align the regular curriculum with the honors curriculum and the honors curriculum with the AP curriculum so that maximum numbers of students are ready to take AP courses.
All of our departments are currently creating 3 new STEM pathways and will provide the rigor to move students from regular courses to honors level courses, and ultimately, dual credit college courses.	Instruction	All	Departments	Quarter 4	Summer 2012	On-Track	We will continue to assess the curriculum needs of our school and add new courses Design and align curriculum of Regular science courses to prepare maximum students for Honors science classes
The Social Studies is currently working with the English department to align our 9th and 10th grade core classes to provide on-going oppurtunities for cross-curriculum colaboration.	Instruction	All	Vast-Binder and Fusco	Quarter 4	Summer 2012	On-Track	The 9th Grade Freshmen will take both U.S. and American Literature. The 10th Grade Sohpomores will take both World Studies and World Literature.
Regular discussions and improvement of AP enrollment, publicity for course enrollment, and support for AP-related professional development.	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	We seek to maintain and expand student participation in our Advanced Placement program.
To prepare our students for technological success in college,teachers and students use technology as a tool for teaching and learning.	Instruction	All	Mr. Talley	Quarter 1	Quarter 4	On-Track	Regular inspection of tech equipment and tech. Mr. Talley will also be instrumental in creating a new Digital Media Lab. support for students and classroom teachers as we prepare to upgrade computer labs for our STEM program.



Strategic Priority 1

The reorganization of special education teachers into their respected core subject department.	Instruction	Students With Disabilities	Special Education Teachers	Quarter 4	Summer 2012	On-Track	To improve student achievement, team teaching teams will meet weekly to create lessons, collaborate on ways to strengthen differentiated instruction to meet the needs of all students and increase the number of students with disabilities enrolled in honor courses.
Provide opportunities for Special and General Education Teachers to attend conferences, seminars, and other professional workshops that address interventions, collaboration, curriculum, and differentiated and targeted instruction for students with disabilities.	Instruction	All	Teachers	Summer 2012	Summer 2013	On-Track	The Case Manager in collaboration with the administration will monitor the LRE Compliance rate. The area SSA will conduct snapshot visits throughout the school year.
Provide professional development for teachers on the implementation of the Common Core State Standards.	Instructional Materials	All	Teachers	Summer 2012	Summer 2012	On-Track	Common Core professional development sessions will provide ideas for implementing rigor of the CCSS into all levels and types of classes including all our new 3 STEM pathways.
Members of the Social Studies and English departments will be working to create a new STEM pathway for the Humanities beginning with a Humanities STEM course to be offered to the incoming freshman class next year.	Instruction	Other student group	Vast-Binder, Fusco and Talley	Summer 2012	Summer 2012	On-Track	The Freshman Humanities STEM class will look to fully integrate technology into the course work as well as align the curriculum to the common core standards.
Create a data-driven learning environment to impact student achievement.	Instruction	All	Principal, Assistant Principals, Department Chairs, Rosenberg and Bowen	Summer 2012	Summer 2012	On-Track	The staff will conduct Instructional Rounds, Shadow Students and partake in a Data Retreat.
The development of a rigorous college-preparatory curriculum to all students that culminates in college course taking.	Instruction	All	Principal, Assistant Principals, Department Chairs, Partners and Central Office-	Summer 2012	Summer 2012	On-Track	We will collaborate with DePaul University and Microsoft to develop the scope and sequence for the STEM pathways, as well as engage in vertical alignment and articulation.
The math and science department are creating a STEM pathway.	Instruction	Other student group	Math and Science Department Chairs	Quarter 4	Summer 2012	On-Track	



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
Organization: Lake View will implement systems and structures that characterize Professional Learning Communities and promote high student achievement.	Currently, we do have teams in place; however, we need to standardize practices throughout the building as well as engage in more professional readings.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify students at risk based on academic and behavioral standing, and develop/implement an intervention plan for each student at risk.	After School/ Extended Day	Other student group	Counselors	Quarter 1	Quarter 2	On-Track	
Develop a common online lesson and unit template that will be audited to support curricular decisions.	ILT/ Teacher Teams	All	Department Chairs	Summer 2012	Summer 2012	On-Track	
Each teacher will effectively develop and communicate common instructional expectations based on the Common Core Standards.	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012	On-Track	
Establish partnerships within the community around a shared vision that supports student achievement & well-being, including articulation and training with feeder schools.	Other	Not Applicable	Administration/ Teachers	Summer 2012	On-going	On-Track	The placement exam will help match students' learning needs with the compatible curriculum. Benchmarks for placement have been setup to allow movement amongst the different curriculums being offered if a particular curriculum no longer meets a particular student's needs.
Establish partnership with parents that foster more commitment and collaboration.	Parental Involvement	All	Administration/ Teachers	Quarter 1	On-going	On-Track	
Develop a meeting schedule and data analysis protocols for co-teaching teams.	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	
Conduct technology assessment audit of all classrooms and teachers to determine instructional needs.	Equipment/ Technology	All	Tech Coordinator	Summer 2012	On-going	On-Track	
Develop systems and procedures that drive high- quality teaching and learning.	Instruction	All	Principal and Assistant Principals	Summer 2012	Summer 2012	On-Track	Programming will be based on student choice.
Effectively develop common instructional expectations.	Instruction	All	Principal and Assistant Principals	Quarter 4	Summer 2012	On-Track	Develop grading policies by dept and create a matrix aligning IEP goals to the CIF.



Strategic Priority 2

Conduct a needs assessment for staff professional development that will assist them in becoming integrated into Professional Learning Communities.	Instruction	All	Principal and Assistant Principals	Summer 2012	Summer 2012	On-Track	

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
Culture/College and Career Readiness: Lake View will focus on college and career readiness steeped in conversations and activities beginning with 9th grade.	In analyzing our fall 2012 Explore 15.7, Plan 16.8 and 2011 ACT 17.8 average, our ACT average is below the score that selective universities require for enrollment. More of an emphasis will be placed on exposing our student to college and university life beginning in 9th grade. This early exposure, along with our instructional framework, will increase the number of students being enrolled into colleges and universities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Through a school wide College and Career initiative, 64.8% of Seniors will enroll in a 2 year or 4 year college or university for the fall of 2013.	Instruction	All	Counselors, College Career Coach, Teachers, and Administration	Summer 2012	Quarter 4	On-Track	Planning with counselors, college and career coach, teachers, and administration on how to effectively collaborate for the upcoming school year starting on June 4, 2012.
Through partnerships with colleges/universities, 9th grade students will be made aware of postsecondary options.	Instruction	All	Counselors, College Career Coach, Teachers, and Administration	Summer 2012	Quarter 1	On-Track	Planning with counselors, college and career coach, teachers, and administration on how to effectively collaborate for the upcoming school year starting on June 4, 2012.
Counselors will collaborate and rotate within departments to create and implement a college and career readiness curriculum tailored to each grade level.	Instruction	All	Counselors, College Career Coach, Teachers, and Administration	Quarter 1	Quarter 1	On-Track	Planning with counselors, college and career coach, teachers, and administration on how to effectively collaborate for the upcoming school year starting on June 4, 2012.
Utilization of What's Next Illinois Portfolio Builder provides a resource tool to assist students in their search for information about various colleges/universities and trade schools. This category will address the AYP Graduation Rate.	Instruction	All	Counselors, College Career Coach and Teachers	Quarter 1	Summer 2013	Behind	Increase the number of seniors who will be able to attend "selective universities" by 5%. 100% of our freshmen will participate in a tour of DePaul University. 80% of our 10th through 11th graders will participate in college tours and job shadowing by the end of their 3rd year in high school. Increase the number of College Match eligible students (3.0+ GPA)

